
GCSE Spanish

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Part 1 – General marking guidance for 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 Higher Tier:

	Content	Quality of Language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	60

Higher Question 1 / Foundation Question 4

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.

Higher Question 2

15 marks for Content + 12 marks for Range of Language + 5 marks for Accuracy (32 marks in total).

Candidates write approximately 150 words in total about two different bullet points. Both 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, for Range of Language and for Accuracy, according to the following criteria:

Content

Marks	Response
13-15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
10-12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
7-9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
4-6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1-3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be 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 must be ignored when awarding the mark for Content. However, as the bullet points are much more open-ended, there is scope for candidates to include information which is still relevant but not in direct response to a bullet point. For example, when addressing a bullet point requiring a response about a memorable holiday, candidates may refer to where they might go on a future holiday. Any information which cannot be deemed at all relevant must be ignored when awarding the mark for Content.

As with the overlap question, you must accept, as an accomplishment of the task, any plausible response to a bullet point, even if an element such as time or place are missing.

- In order to score a mark of 13 or more for Content, both bullet points must be covered. However, there is no requirement for an equal coverage of both bullet points.
- A candidate who conveys information in relation to one bullet point only can score a **maximum** of 12 marks for Content.
- Provided at least some coverage of both bullet points is evident, candidates will have access to full marks where the other criteria are met.
- The bands refer to the amount of information that is conveyed, as follows:

13-15:	a lot
10-12:	a lot
7-9:	quite a lot
4-6:	some
1-3:	a limited amount

All of these have to be considered with reference to the recommended number of words, which is approximately 150. In other words, a candidate who writes approximately 150 words, clearly understandable and relevant to both bullet points, will be able to achieve 15 marks provided the other criteria are met. Conversely, a candidate may write much more than 150 words, but the language is so inaccurate that only a limited amount of information is conveyed successfully. If a candidate writes considerably fewer than 150 words, 'a lot of information' will not be conveyed.

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

10-15:	at least two opinions are expressed and justified
7-9:	at least two opinions are expressed
4-6:	at least one opinion is expressed

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 3. 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 or a justification of an opinion. A neutral or descriptive adjective is only classed as an opinion or a justification if it is preceded by something like 'I think that'. For example: 'I think that my town is big' (opinion); or a neutral adjective can be given as a justification of an opinion: 'I like my town because it is big' (opinion + justification).

- Once the correct band has been decided upon, the middle mark in the band will be given to a candidate whose writing fits the band well. If the band above was a consideration, then award the higher of the three marks; if the band below was a consideration, then award the lower of the three marks.

Range of language

Marks	Responses
10-12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
7-9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
4-6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1-3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	The range of 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 Range 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 Range of language and for Accuracy. A mark of 0 for Content automatically results in a mark of 0 for Range of language but, apart from that, the Content mark does not limit the Range of language mark. However, a short piece is unlikely to show sufficient variety for a high mark for Range of language.

- Each band has five strands: variety of vocabulary; variety of structures; complexity of sentences; fluency of the writing; style and register. For a mark of 12, there will be good evidence that the criteria for all five strands have been met comfortably. Sometimes it will be necessary to adopt a 'best fit' approach, because the five strands will not be consistently demonstrated. Once the correct band has been decided upon, the middle mark in the band will be given to a candidate whose writing fits the band well. If the band above was a consideration, then award the higher of the three marks; if the band below was a consideration, then award the lower of the three marks.
- There must be more complex sentences for the candidate to score 7 marks or more. For a mark in the 10-12 band, the complex sentences are produced confidently, with few errors in structure; for a mark in the 7-9 band, the attempts at complex sentences are **mostly** successful. Complex sentences may be formed in some of the following ways across the languages: use of subordinate clauses; use of relative clauses; use of infinitive constructions; the use of object pronouns within a sentence to lend greater fluency. 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.

Accuracy

Marks	Response
5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	The accuracy 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 Accuracy, even if some of it is irrelevant to the bullet points.

A mark of 0 for Content automatically results in a mark of 0 for Accuracy but, apart from that, the Content mark does not limit the Accuracy mark. However, a short piece is unlikely to show sufficient evidence for a very high mark for Accuracy.

- For the award of 5 marks, the writing need not be perfectly accurate. There may be errors in attempts at more complex language and the occasional minor error, but these will be infrequent. A minor error is one which has no bearing on communication (for example, incorrect gender), whereas a major error is one where communication is affected.
- For a piece of writing that contains a good number of errors, a useful starting point will be to decide whether overall it is more accurate than inaccurate. If it is, then the **minimum** mark will be 2.
- A major consideration in awarding marks for accuracy is correctly formed verbs and tense formations. All verbs and tense formations should be considered here but as there are only two bullet points in this question, only two time frames will be elicited. While some candidates will develop their ideas and, in so doing, use a third time frame and different tenses, there is not the same requirement as there is in Foundation Question 4/Higher Question 1 to refer to all three time frames.

Higher Question 3

6 marks for Conveying key messages + 6 marks for Application of grammatical knowledge of language and structures (12 marks in total).

Candidates translate into the target language a passage in English, totalling at least 50 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	Response
6	All key messages are conveyed.
5	Nearly all key messages are conveyed.
4	Most key messages are conveyed.
3	Some key messages are conveyed.
2	Few key messages are conveyed.
1	Very few key messages are conveyed.
0	The content does not meet the standard required for level 1 at this tier.

The translation is divided into 13 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
13	6
11/12	5
8/9/10	4
5/6/7	3
3/4	2
1/2	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
6	Excellent knowledge of vocabulary and structures; virtually faultless.
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 10 ticks and you have awarded a mark of 4 for Conveying key messages. You may have had to hesitate when deciding on one of the ticks but just decided against it. This may then encourage you to give a mark of 5, rather than 4, 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.

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, 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 01.1 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 01.2 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	Question 01.1	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]
or	Question 01.2	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.

Question 02

For this question there are two compulsory bullet points, which are assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The maximum mark is 32. The student is expected to produce approximately 150 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[32 marks]**Content**

Level	Marks	Response
5	13-15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10-12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7-9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4-6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1-3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be 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 two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

Range of language

Level	Marks	Response
4	10-12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7-9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4-6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1-3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	0	The range of 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 Range of language. Apart from that, the Content mark does not limit the mark for Range of language.

Accuracy

Level	Marks	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The content 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 Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

General rule for this question:

- the use of an infinitive in place of a finite verb **is not acceptable** for conveying a message nor as a reference to a present/past/future event (ie. no annotation of Pr / P / F).

Question 02.1 content

Bullet	Comment
un día de las vacaciones cuando tuviste problemas	There must be a clear reference to the past through the use of past tenses or through the present tense used as a past time frame (e.g. <i>Acabo de ir de vacaciones a España ...</i>). There may be reference to good things that happened on the day, but in order to fulfil the task there needs to be reference to more than one problem. A holiday of more than one day's duration is acceptable.
un festival en España en que te gustaría participar	This can be in the present tense and may simply be an opinion on a festival e.g. <i>Me encantan las Fallas porque siempre es una fiesta muy divertida</i>. The past tense is acceptable if the student writes about a festival that he/she has been to and had a good time there. The implication is that he/she would like to go again. Festivals which traditionally are associated with countries other than Spain are acceptable, for example <i>El Día de los Muertos</i>.

Question 02.2 content

Bullet	Comment
un día memorable que tuviste en el colegio	There must be a clear reference to the past through the use of past tenses or through the present tense used as a past time frame (e.g. <i>Soy miembro del club de baloncesto desde hace dos años ...</i>).
tus recomendaciones para el tiempo libre	This can be in the present tense. It may be accomplished by the student writing what s/he likes to do as a free time activity and why e.g. <i>Creo que el tenis es un deporte increíble y es una buena manera de mantenerse en forma</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 02.1	This is a possible response (indicative content): El año pasado fui de vacaciones a España con mis padres y mi hermana pequeña. Aunque en general lo pasamos muy bien y visitamos muchos lugares de interés, uno de los días fue un desastre. Fuimos de excursión a la catedral famosa de la Sagrada Familia en Barcelona, pero cuando llegamos, estaba cerrada. ¡Qué horror! Después, fuimos a una tienda de recuerdos y compré una camiseta preciosa para mi mejor amiga, pero la dejé en el autobús. El año próximo vamos a ir de vacaciones al sur de España, y me gustaría participar en las celebraciones para la Semana Santa. He visto fotografías y creo que sería espectacular ver las procesiones en las calles de la ciudad, aunque es posible que sea un poco ruidoso. Me encantan los festivales en España porque son una experiencia totalmente diferente, y me gusta conocer la cultura de los países diferentes. Creo que será genial. (151 words) [32 marks]
or	Question 02.2	This is a possible response (indicative content): El lunes pasado tuve un día fantástico en el colegio. Participé en un torneo de atletismo y gané tres de las carreras. Mis padres estaban súper orgullosos de mí. Después, tuvimos un examen en la clase de matemáticas y saqué una nota magnífica. Normalmente se me dan muy mal las matemáticas, pero este año he estudiado mucho más. Creo que las matemáticas serán muy útiles en el futuro, y estoy muy contenta de haber tenido más éxito. En tu tiempo libre, creo que es una buena idea practicar deporte para estar en forma. ¡En el futuro practicaré más deporte porque necesito estar más sano! Sin embargo, ahora los jóvenes pasan mucho de su tiempo en su ordenador o su tableta. Por ejemplo, me gusta mucho chatear por Facebook, y utilizo mi ordenador para mis deberes. También los jóvenes debemos pasar tiempo con nuestros amigos y hacer actividades juntos: ¡es más sociable que mirar tu pantalla! (155 words) [32 marks]

Question 03

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks) as specified in the criteria below. The maximum mark is 12. When awarding the marks the student's response across the passage should be considered as a whole.

[12 marks]**Conveying key messages**

Level	Marks	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Application of grammatical knowledge of language and structures

Level	Marks	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
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 13 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	Last Saturday	(El) sábado pasado / pasado sábado El último sábado / sábado último	(El) domingo pasado
2	I did my homework	hice mis deberes / tareas	hice mi trabajo hice mis debres
3	in the morning	por / en la mañana / mañana	
4	and then I caught the bus	y luego / después / entonces cogí / cogi / tomé el autobús / bus / autocar fui viajé en ...	tome el autobús
5	and went to the town centre	y fui al centro (de la ciudad)	
6	I like to have lunch	Me gusta comer / almorzar Me gusta tomar / tener la comida Me gusta tomo / tengo la comida	Me gusto ... Me gusta cenar / desayunar
7	with my friend in a restaurant	con mi amiga / amigo en un restaurant(e) / restorán / other understandable spellings of restaurant	
8	next to	al lado de / junto a / cerca de	detrás / delante de próximo de
9	the charity shop	la tienda solidaria / benéfica la tienda con fines benéficos la tienda de caridad la tienda que ayuda a los demás (or similar definition)	
10	where she works	donde trabaja (ella / mi amiga)	
11	Later, we bought	Más tarde / después/ luego/ entonces compramos	Tarde ...
12	tickets for a concert	entradas / billetes / ticket / tíquet para/por un concierto/concertó	... para un concert
13	that we are going to see in July	(que) vamos a ver / veremos / vemos en julio / Julio	... en junio

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
13	6
11/12	5
8/9/10	4
5/6/7	3
3/4	2
1/2	1
0	0

Indicative content

The following indicative content is an example of a response which would be awarded full marks.

El sábado pasado, hice mis deberes / tarea(s) por la mañana y luego / después cogí el autobús y fui al centro. Me gusta comer / almorzar con mi amigo / amiga en un restaurante al lado de / junto a la tienda solidaria / tienda benéfica / tienda con fines benéficos donde trabaja ella. Más tarde, compramos entradas / billetes para un concierto que vamos a ver en julio.

Other reasonable alternative translations will also be accepted.

Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

GCSE SPANISH

H

Higher Tier Paper 3 Reading

Wednesday 6 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.
- 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 H O 1

Section AQuestions and answers in **English****0 1****Life at school**

You are in a Spanish school with your Spanish friend and see this poster.

ANTE EL ACOSO
ESCOLAR,
NO TE QUEDES EN
SILENCIO.
HABLA CON
ALGUIEN.

Answer the question in **English**.

Example

What problem is the poster about?

bullying at school

What should students do if they suffer from bullying at school?

[1 mark]

1



0 2

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 2 . 1

Who thinks that the festival can be scary?

[1 mark]

0 2 . 2

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

[1 mark]

0 2 . 3

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

[1 mark]

3

Turn over for the next question

Turn over ►



0 3

New technology in schools

You are reading this article in your Spanish friend's school newsletter.

Comedor inteligente

Somos un grupo de alumnos con una gran pasión por la informática y la robótica. Antes, los mil quinientos alumnos que comen en el colegio pagaban la comida en efectivo. Esto era lento. Gracias a nuestro proyecto, ahora los estudiantes pasan una tarjeta electrónica por una máquina para pagar en el comedor, lo que es más rápido.

Tanto los alumnos como los padres están contentos con el proyecto. Lo bueno de este sistema es que la comida es prepagada por los padres.

También, la tarjeta informa a los profesores sobre los alumnos que salen del colegio sin permiso para comer fuera. Además, es una forma de alertar a los profesores si los alumnos comienzan a saltarse las comidas.

Which **four** statements are true?

Write the correct letters in the boxes.

A	The project was carried out by ICT teachers.
B	The dining room caters for 1,500 students in this school.
C	Teachers know which students are eating off site without permission.
D	The parents are not happy with the new system.
E	The students prefer the old system.
F	Teachers can find out if students are skipping school meals.
G	Parents prepay for the meals.
H	The new system is still slow.

[4 marks]

4



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ANSWER IN THE SPACES PROVIDED**

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0 4

A questionnaire

Your Spanish friend Bea has filled in this questionnaire from a magazine. Look at the answers she has circled.

¿Qué tipo de persona eres?

Haz este test y descubre qué tipo de persona eres.

Example ¿Hasta qué punto te interesa la política verde?

A Nada

B Un poco

☒ **C** Mucho

1. ¿Con qué frecuencia donas a obras benéficas?

A Nunca

B A veces

☒ **C** A menudo

2. ¿Cómo te llevas con tus profesores?

☒ **A** Fatal

B Regular

C Fenomenal

3. ¿Sientes pánico cuando olvidas el móvil?

A Definitivamente

B No mucho

☒ **C** Jamás

4. ¿Quieres casarte y tener hijos?

☒ **A** No sé

B Claro

C ¡Qué va!



Example According to the circled answer, how do you know Bea is environmentally friendly?

She is really interested in green politics.

Answer the questions in **English**.

0 4 . 1

According to the circled answer, how do you know Bea is generous?

[1 mark]

0 4 . 2

According to the circled answer, how do you know Bea does **not** like school?

[1 mark]

0 4 . 3

According to the circled answer, how do you know Bea is **not** addicted to technology?

[1 mark]

0 4 . 4

According to the circled answer, how do you know Bea is unclear about her future plans?

[1 mark]

4

Turn over for the next question

Turn over ►



0 5

La Regenta, a novel by Leopoldo Alas “Clarín”Read this extract and answer the questions in **English**.

— Me muero de aburrimiento, dijo Ana.

Tenía veintisiete años. Sentía que la juventud se le escapaba; veintisiete años de mujer eran la puerta de la vejez que ya estaba llamando...

El amor es lo único que vale la pena de vivir, había ella leído muchas veces.

Pero, ¿dónde estaba ese amor? Ella no lo conocía.

0 5

1

How did Ana say she was feeling?

[1 mark]

0 5

2

Why was Ana depressed about being 27 years old?

Give **two** reasons.

1

2

[2 marks]

0 5

3

What had Ana read about love?

[1 mark]

4


0 6**Life as a violinist**

Your Spanish friend shows you this interview with his hero, Malikian, who is a violinist.

¿Viene usted de una familia musical?	Mi padre amaba el violín y la música clásica, pero tenía que hacer música pop con la trompeta para ganarse la vida.
¿Cuándo empezó usted a tocar el violín?	Mi padre me dio un violín con cuatro años y a los ocho años me hacía practicar muchas horas. Era duro porque yo quería jugar con mis amigos, pero ahora le estoy eternamente agradecido.
¿Cree usted que su música se escucha cada vez más en España?	Hemos hecho 300 conciertos en teatros. En septiembre, actuaremos en plazas de toros de media España. Daremos el dinero a la gente de los campamentos de refugiados.

Write the correct letter in the box.

0 6**1**

What did Malikian's father play to earn his living?

A	The violin
B	Pop music
C	Classical music

[1 mark]**0 6****2**

Why is Malikian so grateful to his father?

A	He let Malikian play the violin with his friends.
B	He gave Malikian a violin when he was only eight.
C	He made Malikian practise a lot.

[1 mark]**0 6****3**

Where is Malikian going to perform in September?

A	Theatres
B	Bull rings
C	Refugee camps

[1 mark]

07

A Spanish reality TV programme *Quiero ser monja**

Your Spanish friend shows you this article about a reality TV programme he has been watching. Read the article and answer the questions that follow in **English**.



Las chicas que han participado en este programa de telerrealidad se llaman Marta, Lucía, Paula, Carmen y Rosa. *Quiero ser monja** se diferencia de lo que vemos normalmente en este tipo de programa en dos aspectos: ser monja es un estilo de vida que poca gente comprende. Además, refleja valores totalmente opuestos a los que tiene la mayoría de los jóvenes de hoy.

La experiencia no ha sido nada fácil. Marta y Lucía no han querido abandonar el maquillaje ni su propia ropa. A Paula y Carmen, lo de no tener móvil les volvía locas. La que ha experimentado el mayor obstáculo es Rosa ya que echaba de menos a su novio.

¿Y cómo ha reaccionado la nación en este último episodio del programa? Solo el cuatro por ciento de los españoles lo vio, mientras que la gran mayoría prefirió ver otros programas. Al principio nadie hablaba de otra cosa, pero poco a poco se fue perdiendo el interés.

*monja = nun

07

1

According to the article, why is this reality TV show different from the usual ones?

Give **two** reasons.

1

2

[2 marks]



0 7 . 2 Who found the experience the hardest and why?

[1 mark]

0 7 . 3 How do we know that the show was not an overall success?

Give **two** reasons.

1

2

[2 marks]

5

Turn over for the next question

Turn over ►



0 8**Smoking ban**

You read this article in a Spanish newspaper.

Answer the questions in **English**.

La ley antitabaco española

Cuando la ley antitabaco entró en vigor en 2011, la gente pensaba que tendrían que cerrar más de 70.000 cafeterías y restaurantes. Sin embargo, no solo no se han cerrado los negocios, sino que algunos se han ampliado debido a las terrazas en las que los fumadores pueden seguir fumando.

Desde el punto de vista de la salud, la ley antitabaco ha tenido éxito, ya que el consumo de tabaco ha bajado en España. Aun así, es el noveno país de la Unión Europea con más fumadores. No obstante, lo más preocupante para el gobierno es que los adolescentes españoles empiezan a consumir tabaco a una edad más temprana que en el resto de Europa.

0 8 . 1

What did people expect to happen after the introduction of the smoking ban?

[1 mark]

0 8 . 2

What is the Spanish government most worried about?

[1 mark]

2

0 9**New Year's Eve tradition in Panama**

Your friend shows you this information.

Answer the questions in **English**.

En Panamá hay una tradición de quemar unas figuras de cartón en la medianoche del 31 de diciembre. Así los habitantes se despiden de lo malo del año pasado y dan la bienvenida al nuevo año.

Los artistas crean figuras que representan a los políticos y que comunican mensajes al gobierno. En general, los mensajes son muy negativos. Sin embargo, gracias al bajo nivel de paro, este año no han sido tan críticos.

0 9**. 1**

What **two** reasons are given for this New Year's Eve tradition?

1

2

[2 marks]**0 9****. 2**

Why have the artists not been so critical of the government this year?

[1 mark]

3

Turn over for the next question

Turn over ►



1 0

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.

1 0 . 1

Yoga

[1 mark]

1 0 . 2

Swimming

[1 mark]

1 0 . 3

Gym work

[1 mark]

1 0 . 4

Cycling

[1 mark]

4



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Section B

Questions and answers in Spanish

1 1

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 1

1

La biblioteca de Orbajosa era...

A	extranjera.
B	famosa.
C	larga.

[1 mark]

1 1

2

Don Cayetano salía para...

A	beber.
B	comer.
C	pasear.

[1 mark]



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

A	bastante.
B	mucho.
C	poco.

☐

[1 mark]

1 1 . 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 2

Los famosos y su trabajo voluntario

Te interesa el trabajo voluntario de los famosos y lees este artículo en una página web.

Los famosos ayudan a varios necesitados

A

Un actor muy famoso ha dado siete millones de dólares a una asociación que protege a las muchas mujeres que sufren a manos de sus maridos.

B

Un modelo súper rico ha entregado 15,6 millones de dólares a su fundación, creada en 1998 para combatir el cambio climático.

C

Un futbolista donó su coche a una ONG para recaudar fondos con los que fabricará una máquina que limpia el agua.

D

Un cantante ha montado una fundación para proteger a los niños que son víctimas de los conflictos armados.

E

Un grupo de vecinos de un barrio en las afueras de la capital ha organizado un banco de alimentos para los que no pueden dar de comer a su familia.

F

Tras una campaña de reciclaje los estudiantes de la Facultad de Diseño han conseguido unas mantas de segunda mano para ofrecer a los sin techo durante los meses de invierno.

Tus amigos quieren participar en una de las organizaciones.

¿Qué organización van a escoger?

Escribe la letra correcta en cada casilla.

1 2 . 1

Me interesa proteger a la gente que no tiene vivienda.

[1 mark]

1 2 . 2

Me gustaría ayudar a los que tienen hambre.

[1 mark]

1 2 . 3

Quiero luchar contra la violencia doméstica.

[1 mark]

3



1 3

En el hotel

Completa el texto usando palabras de la lista.

Escribe la letra correcta en cada casilla.

Los empleados el equipaje a la habitación. Teníamos muchas maletas.

La habitación estaba muy limpia y nos las toallas todos los días.

El menú del restaurante era variado, y los camareros nos de una manera muy atenta.

[3 marks]

3

A	cambiaron
B	encontraron
C	llamaron
D	llegaron
E	subieron
F	trataron

Turn over for the next question

Turn over ►



1 4

Una revista española

Lee este artículo y contesta a las preguntas en **español**.

La vida de soltera

Ser soltera todavía se considera como algo raro. Tradicionalmente las mujeres se casaban y se quedaban en casa. Hoy las mujeres tienen más opciones.

Muchos estudios dicen que las parejas viven más, duermen mejor, están menos estresadas, y por eso, son más felices comparadas con las personas sin pareja.

Sin embargo, en los últimos diez años el número de personas sin pareja ha crecido en dos millones. Vivir sola no es tan malo: por ejemplo, no hay que dar explicaciones a nadie.

Además, hoy en día las mujeres no necesitan pareja para ser madre gracias a los avances científicos.

1 4 . 1

En el pasado, ¿qué hacían las mujeres casadas?

[1 mark]

1 4 . 2

¿Por qué son más felices las parejas? Menciona **una** razón.

[1 mark]

1 4 . 3

¿Qué ventaja tiene la vida de soltera?

[1 mark]

1 4 . 4

¿Cómo ha ayudado la ciencia a las mujeres?

[1 mark]

4



1 5**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 5**1**

¿Qué dificultad tiene Soledad con el francés?

[1 mark]

1 5**2**

¿Qué necesita Soledad?

[1 mark]

1 5**3**

¿Cuál de los viajes escolares prefiere Óscar?

[1 mark]

1 5**4**

¿Cuál es la desventaja del viaje de Óscar?

[1 mark]

4

Turn over for the next question

Turn over ►



Translation into English

Your Spanish exchange partner sends you this message.

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

Me gusta pasar mucho tiempo chateando con jóvenes por Internet y, a veces, estudiamos juntos. Es más fácil que leer libros. Otros estudiantes me han ayudado a escoger las asignaturas que haré el año próximo. Espero que estas conversaciones virtuales sean útiles para mí cuando yo empiece mi carrera.

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[9 marks]

END OF QUESTIONS

C



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Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

GCSE SPANISH

H

Higher Tier Paper 4 Writing

Thursday 14 June 2018

Morning

Time allowed: 1 hour 15 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.
 - You must answer **three** questions.
 - You must answer **either** Question 1.1 **or** Question 1.2. Do not answer both of these questions.
 - You must answer **either** Question 2.1 **or** Question 2.2. Do not answer both of these questions.
 - You must answer Question 3.
 - 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	
TOTAL	

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- You must **not** use a dictionary during this test.
- In order to score the highest marks for Question 1.1/Question 1.2, you must write something about each bullet point. You must use a variety of vocabulary and structures and include your opinions.
- In order to score the highest marks in Question 2.1/Question 2.2 you must write something about both bullet points. You must use a variety of vocabulary and structures and include your opinions and reasons.



J U N 1 8 8 6 9 8 W H O 1

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

0	1	.	1

Decides escribir sobre tu pueblo y tu región.

- qué te gusta o no te gusta de tu pueblo
- qué hiciste durante un día de excursión en tu región
- qué haces para proteger el medio ambiente
- dónde quieres vivir en el futuro.

[16 marks]

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[illegible]

0 1 . 2

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16

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

0	2	.	1

Menciona:

- Escribe aproximadamente **150** palabras en **español**. Responde a los dos aspectos de la pregunta.

[32 marks]

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[illegible]

0	2	.	2

Decides escribir un artículo con esta información:

- Escribe aproximadamente **150** palabras en **español**. Responde a los dos aspectos de la pregunta.

[illegible]

32

Translate the following passage into **Spanish**.

Last Saturday, I did my homework in the morning and then I caught the bus and went to the town centre. I like to have lunch with my friend in a restaurant next to the charity shop where she works. Later, we bought tickets for a concert that we are going to see in July.

[12 marks]

[illegible]

END OF QUESTIONS

12



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GCSE
SPANISH
8698/RH

Higher 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	Accept	Mark
01	(In any order) B D E	3

Question	Key ideas	Accept	Reject	Mark
02	(Job applicants are recommended not to) wait until July (to apply)		Apply in July Apply past July Look for jobs in July Hope for a job in July Start in July	1

Question	Key ideas	Accept	Reject	Mark
03.1	Cousins	As cousins Like cousins Cousin They are only children and cousins		1

Question	Key ideas	Accept	Reject	Mark
03.2	Would/could they (know how to) share?	If they would share		1

Question	Key ideas	Accept	Reject	Mark
03.3	Inés	Ines inés		1

Question	Key ideas	Accept	Reject	Mark
03.4	(They) had dinner together	(They) had tea/supper/dined/ate together/with each other (They) ate out together Eating together	They ate lunch together They ate (on its own) Together (on its own)	1

Question	Key ideas	Accept	Reject	Mark
03.5	Work(ing)	(Their) job(s) Their working lives	Work is difficult They all have different jobs It is difficult to see each other	1

Question	Key ideas	Accept	Reject	Mark

03.6	P + N			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	C	1

Question	Answer	Accept	Mark
05.1	F	M X	1

Question	Answer	Accept	Mark
05.2	T	V ✓	1

Question	Answer	Accept	Mark
05.3	NM	?	1

Question	Answer	Accept	Mark
05.4	NM	?	1

Question	Accept	Mark
06.1	F	1

Question	Accept	Mark
06.2	A	1

Question	Accept	Mark
06.3	C	1

Question	Accept	Mark
06.4	E	1

Question	Key ideas	Accept	Reject	Mark
07.1	If he won the lottery he would/will share it/the money with (the) family.		He would share the money he wins from the lottery with his family.	1

Question	Key ideas	Accept	Reject	Mark
07.2	He never finds/found anything in his (bed)room.	He can never find anything in his (bed)room	He can not find anything in his (bed)room	1

Question	Key ideas	Accept	Reject	Mark
07.3	In five years he will be the boss/manager of a big company/business.	In five years he wants to be/sees himself as the boss of an important company.	In five years he wants to own a big company 'Grand' for 'big'	1

Question	Key ideas	Accept	Reject	Mark
07.4	If he fails he tries to do better next time.	If he failed he would try to do better next time If he fails he will try to be better/improve next time.	'When' for 'if' 'Intends to' / 'aims to' for 'tries to' 'harder' for 'better'.	1

Question	Answer	Accept	Reject	Mark
08.1	P	Past		1

Question	Answer	Accept	Reject	Mark
08.2	N	Now Present	P	1

Question	Answer	Accept	Reject	Mark
08.3	P	Past		1

Question	Answer	Accept	Reject	Mark
08.4	F	Future		1

Question	Accept	Mark
09.1	A	1

Question	Accept	Mark
09.2	B	1

Question	Accept	Mark
09.3	C	1

Question	Accept	Mark
10.1	P+N	1

Question	Accept	Mark
10.2	P	1

Question	Accept	Mark
10.3	N	1

Question	Accept	Mark
10.4	P	1

Question	Accept	Mark
11.1	B	1

Question	Accept	Mark
11.2	D	1

Question	Accept	Mark
11.3	E	1

Question	Accept	Mark
12.1	B	1

Question	Accept	Mark
12.2	A	1

Question	Accept	Mark
12.3	B	1

Question	Accept	Mark
13.1	C	1

Question	Accept	Mark
13.2	A	1

Question	Accept	Mark
13.3	(In any order) C,D	2

Question	Key Idea	Accept	Reject	Mark
14.1	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
14.2	Perder peso	(No) consigo perder peso	Whole paragraph copied out 'Peso' on its own	1

Question	Key Ideas	Accept	Reject	Mark
14.3	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
14.4	Apagar el portátil	Que debo apagar el portátil	Whole paragraph copied out 'Desconectar' on its own	1

Question		Key ideas	Accept	Reject	Mark
15	¿Te gustaría visitar España	Would you like to visit Spain		'go' for 'visit' Do you like visiting Spain? Do you want to visit Spain?	1
	pero sin los turistas molestos?	but without (the/those) annoying tourist(s)?		but without tourists	1
	Si nunca has ido al norte,	If you have never been to/gone to/visited the north	If you have never been up north	If you have never seen the north	1
	¡ piénsalo!	Think about it	Consider it Think again	Think it You should!	1
	Se puede hacer deporte en las playas o montañas	You/one can do/play sport on/at/in the beach(es) or (in the) mountain(s)			1
	y ver pueblos bonitos llenos de historia.	and see pretty villages/towns full of history.	'Look at/around' for 'see' For 'bonitos' accept lovely/pretty/nice/beautiful Rich/steeped/in history	'Watch' for 'see' 'Cities' for 'villages/towns' Historical villages/towns 'Lots of history' for 'full of' history	1
	Es posible que el marisco sea el mejor del país	The seafood/shellfish might/may/will be the best in (the) country	It is possible/likely that (the) seafood/shellfish is the best in the country	The seafood/shellfish is the best in the country It is possible that the seafood is the best thing about the country.	1
	y deberías disfrutarlo.	And you should/ought to enjoy it		You will/must/would enjoy it. 'Taste/try/sample' for 'enjoy'	1
	Hay que probar las gambas.	You have to try the prawn(s)/shrimp(s).	'Try/taste the prawn(s)/shrimp(s)'. You need to/must/it is necessary to	'Test' for 'try'. There are prawn(s)/shrimp(s)	1

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			try the prawn(s)/shrimp(s)	to try	
				Total marks	60

GCSE
SPANISH
8698/WH

Paper 4 Writing Higher Tier

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 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 Higher Tier:

	Content	Quality of Language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	60

Higher Question 1 / Foundation Question 4

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.

Higher Question 2

15 marks for Content + 12 marks for Range of Language + 5 marks for Accuracy (32 marks in total).

Candidates write approximately 150 words in total about two different bullet points. Both 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, for Range of Language and for Accuracy, according to the following criteria:

Content

Marks	Response
13-15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
10-12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
7-9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
4-6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1-3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be 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 must be ignored when awarding the mark for Content.

However, as the bullet points are much more open-ended, there is scope for candidates to include information which is still relevant but not in direct response to a bullet point. For example, when addressing a bullet point requiring a response about a memorable holiday, candidates may refer to where they might go on a future holiday. Any information which cannot be deemed at all relevant must be ignored when awarding the mark for Content.

As with the overlap question, you must accept, as an accomplishment of the task, any plausible response to a bullet point, even if an element such as time or place are missing.

- In order to score a mark of 13 or more for Content, both bullet points must be covered. However, there is no requirement for an equal coverage of both bullet points.
- A candidate who conveys information in relation to one bullet point only can score a **maximum** of 12 marks for Content.
- Provided at least some coverage of both bullet points is evident, candidates will have access to full marks where the other criteria are met.
- The bands refer to the amount of information that is conveyed, as follows:

13-15:	a lot
10-12:	a lot
7-9:	quite a lot
4-6:	some
1-3:	a limited amount

All of these have to be considered with reference to the recommended number of words, which is approximately 150. In other words, a candidate who writes approximately 150 words, clearly understandable and relevant to both bullet points, will be able to achieve 15 marks provided the other criteria are met. Conversely, a candidate may write much more than 150 words, but the language is so inaccurate that only a limited amount of information is conveyed successfully. If a candidate writes considerably fewer than 150 words, 'a lot of information' will not be conveyed.

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

10-15:	at least two opinions are expressed and justified
7-9:	at least two opinions are expressed
4-6:	at least one opinion is expressed

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 3. 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 or a justification of an opinion. A neutral or descriptive adjective is only classed as an opinion or a justification if it is preceded by something like 'I think that'. For example: 'I think that my town is big' (opinion); or a neutral adjective can be given as a justification of an opinion: 'I like my town because it is big' (opinion + justification).

- Once the correct band has been decided upon, the middle mark in the band will be given to a candidate whose writing fits the band well. If the band above was a consideration, then award the higher of the three marks; if the band below was a consideration, then award the lower of the three marks.

Range of language

Marks	Responses
10-12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
7-9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
4-6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1-3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	The range of 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 Range 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 Range of language and for Accuracy. A mark of 0 for Content automatically results in a mark of 0 for Range of language but, apart from that, the Content mark does not limit the Range of language mark. However, a short piece is unlikely to show sufficient variety for a high mark for Range of language.

- Each band has five strands: variety of vocabulary; variety of structures; complexity of sentences; fluency of the writing; style and register. For a mark of 12, there will be good evidence that the criteria for all five strands have been met comfortably. Sometimes it will be necessary to adopt a 'best fit' approach, because the five strands will not be consistently demonstrated. Once the correct band has been decided upon, the middle mark in the band will be given to a candidate whose writing fits the band well. If the band above was a consideration, then award the higher of the three marks; if the band below was a consideration, then award the lower of the three marks.
- There must be more complex sentences for the candidate to score 7 marks or more. For a mark in the 10-12 band, the complex sentences are produced confidently, with few errors in structure; for a mark in the 7-9 band, the attempts at complex sentences are **mostly** successful. Complex sentences may be formed in some of the following ways across the languages: use of subordinate clauses; use of relative clauses; use of infinitive constructions; the use of object pronouns within a sentence to lend greater fluency. 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.

Accuracy

Marks	Response
5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	The accuracy 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 Accuracy, even if some of it is irrelevant to the bullet points.

A mark of 0 for Content automatically results in a mark of 0 for Accuracy but, apart from that, the Content mark does not limit the Accuracy mark. However, a short piece is unlikely to show sufficient evidence for a very high mark for Accuracy.

- For the award of 5 marks, the writing need not be perfectly accurate. There may be errors in attempts at more complex language and the occasional minor error, but these will be infrequent. A minor error is one which has no bearing on communication (for example, incorrect gender), whereas a major error is one where communication is affected.
- For a piece of writing that contains a good number of errors, a useful starting point will be to decide whether overall it is more accurate than inaccurate. If it is, then the **minimum** mark will be 2.
- A major consideration in awarding marks for accuracy is correctly formed verbs and tense formations. All verbs and tense formations should be considered here but as there are only two bullet points in this question, only two time frames will be elicited. While some candidates will develop their ideas and, in so doing, use a third time frame and different tenses, there is not the same requirement as there is in Foundation Question 4/Higher Question 1 to refer to all three time frames.

Higher Question 3

6 marks for Conveying key messages + 6 marks for Application of grammatical knowledge of language and structures (12 marks in total).

Candidates translate into the target language a passage in English, totalling at least 50 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	Response
6	All key messages are conveyed.
5	Nearly all key messages are conveyed.
4	Most key messages are conveyed.
3	Some key messages are conveyed.
2	Few key messages are conveyed.
1	Very few key messages are conveyed.
0	The content does not meet the standard required for level 1 at this tier.

The translation is divided into 13 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
13	6
11/12	5
8/9/10	4
5/6/7	3
3/4	2
1/2	1

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
6	Excellent knowledge of vocabulary and structures; virtually faultless.
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 just decided against it. This may then encourage you to give a mark of 4, 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.

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, 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.

Question 01.1 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>

Question 01.2 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	Question 01.1	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]
or	Question 01.2	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.

Question 02

For this question there are two compulsory bullet points, which are assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The maximum mark is 32. The student is expected to produce approximately 150 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[32 marks]

Content

Level	Marks	Response
5	13-15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10-12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7-9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4-6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1-3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be 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 two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

Range of language

Level	Marks	Response
4	10-12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7-9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4-6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1-3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	0	The range of 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 Range of language. Apart from that, the Content mark does not limit the mark for Range of language.

Accuracy

Level	Marks	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The content does not meet the standard required for Level 1 at this tier.

General rule for this question:

- the use of an infinitive in place of a finite verb **is not acceptable** for conveying a message nor as a reference to a present/past/future event (ie no annotation of Pr / P / F).

Question 02.1 content

Bullet	Comment
las ventajas y desventajas de la tecnología	There must be at least one advantage and at least one disadvantage in order to fulfil the task.
qué vas a hacer para estar contento en tu vida en el futuro	There must be a clear reference to the future through the use of future/immediate future/conditional tenses or through the present tense used as a future time frame (eg <i>Cuando sea mayor, quiero casarme y tener hijos</i>).

Question 02.2 content

Bullet	Comment
un día divertido que pasaste con tus amigos recientemente	There must be a clear reference to the past through the use of past tenses or through the present tense used as a past time frame (eg. <i>Soy miembro del club de baloncesto desde hace dos años ...</i>).
tus opiniones sobre los problemas que tienen los jóvenes.	For the task to be accomplished, there must be at least: - two problems, eg. Hay mucho ciberacoso y presión en el colegio. or - two opinions, an opinion with a justification or two separate ideas about one problem, eg. No me gusta la presión en el colegio (O). Causa mucho estrés para los jóvenes (J).

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 02.1	This is a possible response (indicative content): La tecnología es una parte muy importante de mi vida. No podría sobrevivir sin mi móvil. Es mi despertador por la mañana, chateo con mis amigos y saco fotos durante el día y siempre miro mi buzón antes de acostarme. Tengo un portátil que me ayuda mucho con mis estudios y suelo navegar por la red en mi tableta. Prefiero comprar cosas por internet porque es mucho más fácil. No veo muchas desventajas, pero hay que tener cuidado con tus detalles personales y con quien hablas en los chats. Para estar contento en el futuro creo que será importante tener buena salud. Por eso, voy a tratar de comer bien y llevar una vida activa. Espero casarme y tener hijos porque la familia es muy importante para mí. Tengo la intención de encontrar un buen trabajo. Quiero suficiente dinero para vivir tranquilamente y sin problemas, pero ¡no necesito millones! (149 words) [32 marks]
or	Question 02.2	This is a possible response (indicative content): Me gusta pasar tiempo con mis amigos porque siempre nos divertimos. El

		mes pasado, decidimos ir a un centro comercial enorme cerca de donde vivimos. En realidad no compramos mucho, pero hay una buena tienda donde venden videojuegos y allí probamos todos los juegos nuevos. Después, comimos en una hamburguesería. La comida rápida no es muy sana, pero nos gustó mucho. Por la tarde fuimos a la bolera. No jugué muy bien, pero fue muy divertido. Creo que es importante salir y divertirse a veces porque hay mucha presión en el colegio este año. Quiero sacar buenas notas, pero mis padres y mis profes no hablan de otra cosa. Afortunadamente, no hay mucho acoso en nuestro colegio, pero mi primo que vive en Londres sufre mucho y tiene pocos amigos. Mis padres se preocupan por las drogas cuando voy a una fiesta pero nunca las probaría. ¡No soy tonta! (149 words) [32 marks]

Question 03

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks) as specified in the criteria below. The maximum mark is 12. When awarding the marks the student's response across the passage should be considered as a whole.

[12 marks]**Conveying key messages**

Level	Marks	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Application of grammatical knowledge of language and structures

Level	Marks	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
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.

The translation is divided into 13 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 like school because	Me gusta (el/mi) colegio / cole / instituto / insti / (la/mi) escuela porque	Me gustaría / quiero / me gusto
2	my subjects are interesting (and)	mis asignaturas / materias / clases son interes(t)ante(s)	
3	I get on well with my teachers.	(me) relaciono / (me) llevo <u>bien</u> con mis profesores / profes / maestros.	Omission of 'bien' Bueno for bien
4	We studied	Estudiamos / hemos estudiado	Estudiábamos Estudiemos
5	the environment	el medio ambiente	el medioambiental / ambiente
6	in Geography yesterday (and) now	en geografía ayer (y) ahora	geographía ahorra for ahora
7	I am going to recycle more.	voy (a) reciclar más. reciclaré más. haré más reciclaje.	voy a reciclar mucho.
8	Today	Hoy / este día	Hoy en día / estos días
9	we watched	vimos miramos hemos visto hemos mirado	
10	a film about	una película / una peli / un film(e) sobre / de	una película para
11	a festival in Valencia.	una fiesta / un festival en Valencia.	
12	It is a city that	Es una ciudad / ciudad <u>que</u>	un pueblo / una aldea / un cuidado Omission of 'que' Está una ciudad que
13	I would like to visit.	me gustaría / quiero / tengo ganas de / me apetece visitar.	me gusta visitar. voy a visitar.

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
13	6
11/12	5
8/9/10	4
5/6/7	3
3/4	2
1/2	1
0	0

Indicative content

The following indicative content is an example of a response which would be awarded full marks.

Me gusta el colegio / el insti(tuto) porque mis asignaturas son interesantes y me llevo bien / me relaciono bien con mis profesores / profes. Estudiamos el medio ambiente en geografía ayer y ahora voy a reciclar más. Hoy vimos / miramos una película / una peli / un film(e) sobre / de una fiesta / un festival en Valencia. Es una ciudad que me gustaría visitar.

Other reasonable alternative translations will also be accepted.

Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

GCSE SPANISH

H

Higher Tier Paper 3 Reading

Wednesday 22 May 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.
- 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 H O 1

Section A

Questions and answers in English

0 1

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



0 2

Applying for a job

You read this information about summer jobs in Spain.

Empleos de verano

Muchos parados quieren empleos de verano para regresar al mercado laboral.
Si quieres hacer una solicitud, recomendamos no esperar hasta julio: las
empresas ofrecen los puestos en enero.

Answer the question in **English**.

Example

Why do unemployed people want summer jobs?

To return to work

What does the article recommend job applicants **not** to do?

[1 mark]

1

Turn over for the next question

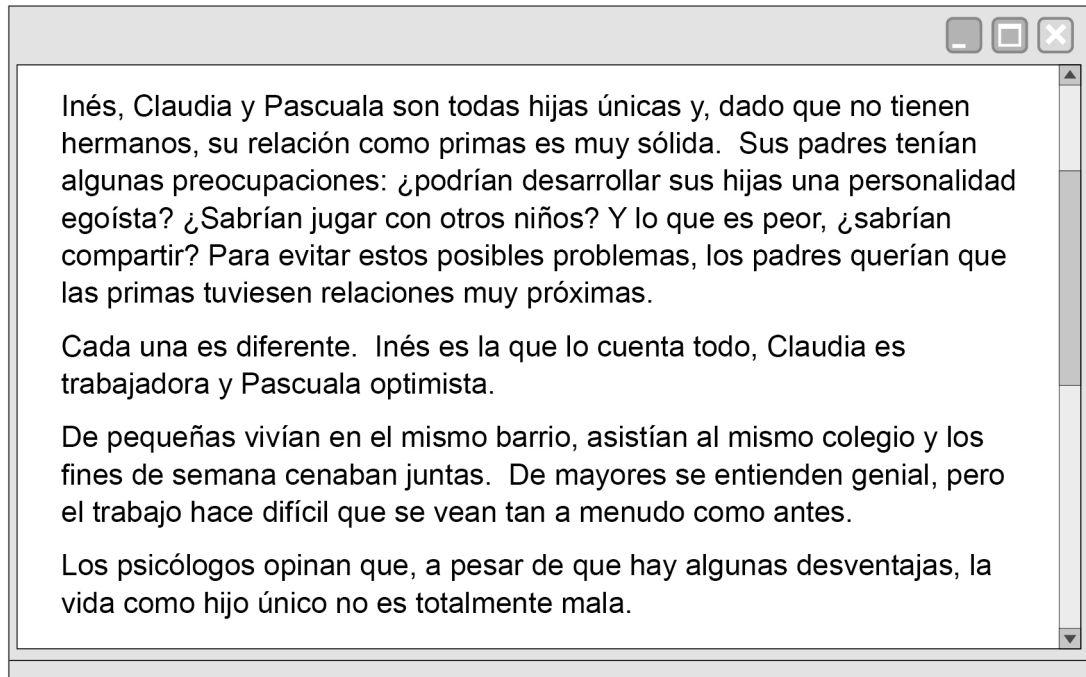
Turn over ►



0 3

Spanish families

You see this article on a Spanish website.



Inés, Claudia y Pascuala son todas hijas únicas y, dado que no tienen hermanos, su relación como primas es muy sólida. Sus padres tenían algunas preocupaciones: ¿podrían desarrollar sus hijas una personalidad egoísta? ¿Sabrían jugar con otros niños? Y lo que es peor, ¿sabrían compartir? Para evitar estos posibles problemas, los padres querían que las primas tuviesen relaciones muy próximas.

Cada una es diferente. Inés es la que lo cuenta todo, Claudia es trabajadora y Pascuala optimista.

De pequeñas vivían en el mismo barrio, asistían al mismo colegio y los fines de semana cenaban juntas. De mayores se entienden genial, pero el trabajo hace difícil que se vean tan a menudo como antes.

Los psicólogos opinan que, a pesar de que hay algunas desventajas, la vida como hijo único no es totalmente mala.

Answer the questions in **English**.

0 3

1

How are Inés, Claudia and Pascuala related?

[1 mark]

0 3

2

What was the parents' greatest concern for their daughters?

[1 mark]

0 3

3

Which of the girls is the chatty one?

[1 mark]

0 3

4

When they were younger, how did the girls spend time at the weekends?

[1 mark]



0 3 . 5

What has caused the change in their relationship as adults?

[1 mark]

0 3 . 6

What is the psychologists' opinion of life as an only child?

Write **P** if the opinion is **positive**.**N** if the opinion is **negative**.**P+N** if the opinion is **positive** and **negative**.

[1 mark]

6

Turn over for the next question

Turn over ►



0 4

Christmas

You are on holiday in Spain for Christmas and read this article in a magazine.

A diferencia de la mayoría de los españoles, que piensan que lo más importante de las fiestas navideñas son las cenas y los regalos, Mónica opina que estas fiestas religiosas son perfectas para ayudar a personas sin recursos, ya que no pueden asistir a reuniones familiares.

La Navidad es una época dura para los sin techo. Además de comida, Mónica les da un regalo: una bufanda o unos guantes. Otros voluntarios les dan bebidas calientes y mantas.

Si quieres ayudar de otras maneras, la organización ofrece plazas de voluntariado para cocineros, repartidores de alimentos y animadores infantiles para hospitales.

Se puede hacer voluntariado online traduciendo documentos a otros idiomas. Puedes también ayudar poniendo tus habilidades al servicio de familias sin recursos, por ejemplo un corte de pelo.

Mónica dice que la experiencia puede ser transformadora y cambiarte por dentro. Trabajar como voluntario es gratificante porque das mucho más de lo que recibes.

Write the correct letter in each box.

0 4 . 1

What do the majority of Spanish people value most about Christmas?

A	Religion and family reunions
B	Food and presents
C	Parties and nights out

[1 mark]

0 4 . 2

What does Mónica give to the homeless at Christmas time?

A	Something to eat and drink
B	Something to eat and something to keep them warm
C	Something to drink and a blanket

[1 mark]



0 4 . 3 What skills and expertise can volunteers offer?

A	Cooking, hairdressing or translating
B	Hairdressing, translating or nursing
C	Childminding, nursing or hairdressing

☐

[1 mark]

0 4 . 4 How does Mónica sum up her experience as a volunteer?

A	Challenging and tiring
B	Tiring and life-changing
C	Life-changing and rewarding

☐

[1 mark]

4

Turn over for the next question

Turn over ►



0 5

Buenos Aires

You are planning a trip to Argentina and read this article in a guide book.

La capital de Argentina es una de las ciudades más atractivas del mundo.

- **El Caminito** es una zona peatonal. Poco a poco se llenó de artistas y hoy las paredes son muy coloridas. Es un animado museo al aire libre.
- **Costanera Sur** es un punto de encuentro de ciclistas, turistas y estudiantes del medio ambiente. Es un lugar seguro para dar un paseo por los numerosos senderos.
- La cocina tradicional de Argentina es variada y riquísima. Lo típico es la carne asada. En los restaurantes que se llaman '**parrillas**' sirven filetes enormes.
- Como el fútbol es la pasión de la mayoría de los argentinos, es obligatorio asistir a un partido de fútbol. Ver al **Boca Juniors** ganar es una experiencia inolvidable.

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 5 . 1

You can drive down 'El Caminito' to see the colourful walls.

[1 mark]

0 5 . 2

'Costanera Sur' is a safe place for tourists.

[1 mark]

0 5 . 3

The 'parrillas' serve typical vegetables with their meat.

[1 mark]

0 5 . 4

'Boca Juniors' won the Argentinian football league last year.

[1 mark]

4



0 6**Poems by Antonio Machado**

Read these extracts from his poems.

What is he writing about?

A	Death
B	Love
C	Travel

D	War
E	Weather
F	Youth

Write the correct letter in each box.

0 6 . 1

Mi infancia son recuerdos de un patio de Sevilla,
mi juventud, veinte años en tierras de Castilla.

[1 mark]**0 6 . 2**

Al fin, una pulmonía
mató a Don Guido...
murió don Guido, un señor,
muy galán y algo torero.

[1 mark]**0 6 . 3**

He andado muchos caminos;
he abierto muchas veredas;
he navegado en cien mares...

[1 mark]**0 6 . 4**

Son de abril las aguas mil.
Sopla el viento achubascado,
y entre nublado y nublado
hay trozos de cielo añil.

[1 mark]

4**Turn over ►**

0 7

A questionnaire

Your Spanish friend Javier has filled in this questionnaire from a magazine. Look at the answers he has circled.

¿Qué personalidad tienes?

Haz este test y descubre qué tipo de persona eres.

Example Para ti, ¿qué sería un sueño hecho realidad?

A Conocer a los actores de mi película favorita.

B Conocer a mi equipo favorito.

☒ **C** Conocer a mi grupo favorito.

1. ¿Qué harías con el dinero si te tocara la lotería?

☒ **A** Lo compartiría con la familia.

B Lo gastaría en un viaje.

C Lo ahorraría.

2. ¿Cómo es tu dormitorio?

☒ **A** Nunca encuentro nada.

B Cada cosa está en su sitio.

C Intento tirar los papeles que no necesito.

3. ¿Dónde estarás en cinco años?

A Trabajando en una gran compañía.

B Buscando trabajo en una gran compañía.

☒ **C** Jefe de una gran compañía.

4. ¿Qué haces si fracasas?

☒ **A** Intento mejorar la próxima vez.

B Me enfado.

C Me siento mal. Creo que es un rechazo personal.



Example According to the circled answer, how do you know Javier is a huge music fan?

It would be a dream come true to meet his favourite band.

Answer the questions in **English**.

0 7 . 1

According to the circled answer, how do you know Javier is generous?

[1 mark]

0 7 . 2

According to the circled answer, how do you know Javier is untidy?

[1 mark]

0 7 . 3

According to the circled answer, how do you know Javier is ambitious?

[1 mark]

0 7 . 4

According to the circled answer, how do you know Javier is determined?

[1 mark]

4

Turn over for the next question

Turn over ►



0 8

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 8 . 1

Germany

[1 mark]

0 8 . 2

Ireland

[1 mark]

0 8 . 3

USA

[1 mark]

0 8 . 4

Japan

[1 mark]

4



Turn over for the next question

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outside the
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ANSWER IN THE SPACES PROVIDED**

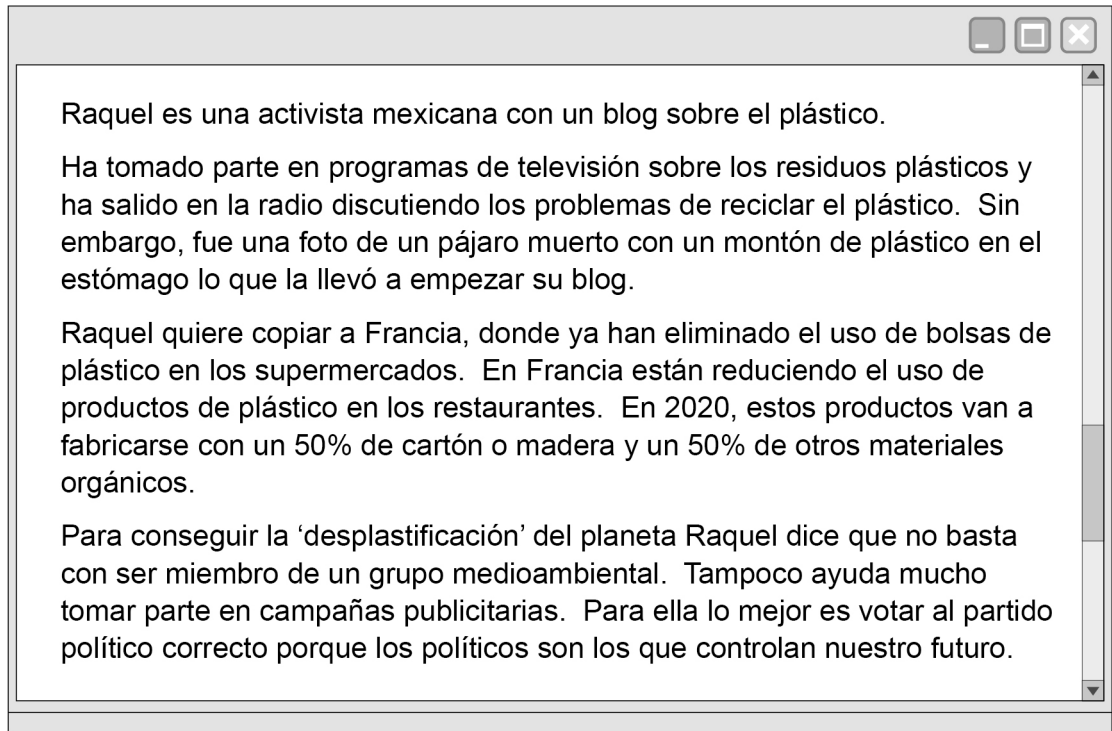
Turn over ►



0 9

A plastic-free world

You read this article on a Mexican website.



Raquel es una activista mexicana con un blog sobre el plástico.

Ha tomado parte en programas de televisión sobre los residuos plásticos y ha salido en la radio discutiendo los problemas de reciclar el plástico. Sin embargo, fue una foto de un pájaro muerto con un montón de plástico en el estómago lo que la llevó a empezar su blog.

Raquel quiere copiar a Francia, donde ya han eliminado el uso de bolsas de plástico en los supermercados. En Francia están reduciendo el uso de productos de plástico en los restaurantes. En 2020, estos productos van a fabricarse con un 50% de cartón o madera y un 50% de otros materiales orgánicos.

Para conseguir la 'desplastificación' del planeta Raquel dice que no basta con ser miembro de un grupo medioambiental. Tampoco ayuda mucho tomar parte en campañas publicitarias. Para ella lo mejor es votar al partido político correcto porque los políticos son los que controlan nuestro futuro.

Write the correct letter in the box.

0 9

1

What made Raquel start her blog?

A	She saw a photo of a dead bird with plastic in its stomach.
B	She watched a TV programme about plastic waste.
C	She listened to a radio interview about the problems of recycling plastic.

[1 mark]

0 9

2

Why does Raquel want to copy France?

A	France is going to ban plastic bags from supermarkets.
B	France is going to ban plastic products in restaurants.
C	France is going to halve the amount of plastic in restaurants.

[1 mark]



09.3

According to Raquel, what is the **best** way of achieving a plastic-free world?

A	Join an environmental group.
B	Take part in environmental campaigns.
C	Vote for the right political party.

☐**[1 mark]**

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

Section B

Questions and answers in **Spanish**

1 0

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 0 . 1

Benavente

[1 mark]

1 0 . 2

Lorca

[1 mark]

1 0 . 3

Unamuno

[1 mark]

1 0 . 4

Valle-Inclán

[1 mark]

4



1 1

Las bodas españolas

Completa el texto usando palabras de la lista.

Escribe la letra correcta en cada casilla.

A	invitado
B	matrimonio
C	soltero
D	valor
E	vestido

1 1 . 1

El amor sigue siendo la razón principal de un moderno en España.

[1 mark]

1 1 . 2

El anillo de compromiso suele tener un muy alto.

[1 mark]

1 1 . 3

Una de cada diez novias del mundo se casa llevando un hecho en España.

[1 mark]

3

Turn over for the next question

Turn over ►



1 2**El medio ambiente**

Tres jóvenes colombianos hablan del medio ambiente.

Lee los consejos.

Para gastar menos y reducir los niveles de dióxido de carbono en el medio ambiente, usa el transporte público al moverte por la ciudad, para ir a trabajar o cuando haces la compra.

Alberto

No debes poner el lavavajillas si no está lleno. Además, cuando hace mal tiempo y no puedes tender la ropa al aire libre, no debes poner la secadora.

Beatriz

Si animas a los empleados a apagar las luces y los aparatos que no utilizan en el despacho no pagarás tanto por la electricidad de tu empresa.

Carlos

¿Quién da estos consejos?

Escribe la letra correcta en cada casilla.

1 2**1**

No malgastes el agua.

A	Alberto
B	Beatriz
C	Carlos

[1 mark]

1 2**2**

Ayuda a mantener limpio el aire que respiramos.

A	Alberto
B	Beatriz
C	Carlos

[1 mark]



1 **2** **3** . Ahorra energía en casa.

A	Alberto
B	Beatriz
C	Carlos

☐

[1 mark]

3

Turn over for the next question

Turn over ►



1 3**La televisión**

Ves este artículo en un periódico boliviano.

Las telenovelas han puesto en un segundo lugar a las series policíacas y en un tercer lugar a las películas en cuanto a su popularidad.

Tanto los mayores de 80 años como los jóvenes son aficionados a este tipo de programa. Sin embargo, los adolescentes prefieren ver sus programas solos en otra pantalla.

Su éxito es debido a muchas cosas: los episodios son cortos, representan la vida moderna y nos ayudan a descansar después de un largo día de trabajo o estudios.

Escribe la letra correcta en cada casilla.

1 3 . 1

¿Qué tipo de programa es el más popular?

A	Las películas
B	Las series policíacas
C	Las telenovelas

[1 mark]

1 3 . 2

¿Con quiénes es popular este tipo de programa?

A	Con los ancianos y los jóvenes
B	Solo con los adolescentes
C	Solo con los mayores de 80 años

[1 mark]



Escribe las letras correctas en las casillas.

1 3 . 3 ¿Cómo son estos programas?

A	Educativos
B	Largos
C	Realistas
D	Relajantes

[2 marks]

4

Turn over for the next question

Turn over ►



1 4

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 medico.

1 4 . 1

Rafa **no** come mucha ...

[1 mark]

1 4 . 2

Rafa **no** puede ...

[1 mark]

1 4 . 3

Carmen **no** puede ...

[1 mark]

1 4 . 4

La madre de Carmen recomienda ...

[1 mark]

4



Translation into English

Your Spanish exchange partner sends you this article.

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

[9 marks]

[illegible]

END OF QUESTIONS

C



There are no questions printed on this page

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2 4



1 9 6 G 8 6 9 8 / R H

IB/G/Jun19/8698/RH

Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

GCSE SPANISH

H

Higher Tier Paper 4 Writing

Wednesday 5 June 2019

Morning

Time allowed: 1 hour 15 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.
- You must answer **three** questions.
- You must answer **either** Question 1.1 **or** Question 1.2. Do not answer both of these questions.
- You must answer **either** Question 2.1 **or** Question 2.2. Do not answer both of these questions.
- You must answer Question 3.
- 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	
TOTAL	

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- You must **not** use a dictionary during this test.
- In order to score the highest marks for Question 1.1/Question 1.2, you must write something about each bullet point. You must use a variety of vocabulary and structures and include your opinions.
- In order to score the highest marks in Question 2.1/Question 2.2 you must write something about both bullet points. You must use a variety of vocabulary and structures and include your opinions and reasons.



J U N 1 9 8 6 9 8 W H O 1

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

0	1	.	1

Menciona:

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

[16 marks]

[illegible]

[illegible]

0	1	.	2

- [16 marks]**

This image shows a blank sheet of white paper with horizontal blue 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.

[illegible]

16



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

0	2	.	1

Decides escribir un artículo con esta información:

- Escribe aproximadamente **150** palabras en **español**. Responde a los dos aspectos de la pregunta.

[32 marks]

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, text, or other markings on the page.

[illegible]

[illegible]

[illegible]

32

0	2	.	2

Decides participar con esta información:

- un día divertido que pasaste con tus amigos recientemente
- tus opiniones sobre los problemas que tienen los jóvenes.

Escribe aproximadamente **150** palabras en **español**. Responde a los dos aspectos de la pregunta.

[32 marks]

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.

[illegible]

[illegible]

[illegible]

32



[12 marks]

[illegible]

12

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1 6



1 9 6 G 8 6 9 8 / W H

IB/G/Jun19/8698/WH

GCSE
SPANISH
8698/RH

Higher Tier Paper 3 Reading

Mark scheme

June 2020

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**.
 - (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	Any one of: red meat fast food(s)	junk food(s)		1

Question	Accept	Mark
02.1	B (beach)	1

Question	Accept	Mark
02.2	C (park)	1

Question	Accept	Mark
02.3	D (port)	1

Question	Key ideas	Accept	Reject	Mark
03.1	They were afraid.	Fear		1

Question	Key ideas	Accept	Reject	Mark
03.2	(During the) Sales	When there are reductions/discounts		1

Question	Key ideas	Accept	Reject	Mark
03.3	Saves time	It's quicker	It's quick	1

Question	Key ideas	Accept	Reject	Mark
03.4	Artificial intelligence.	AI You will be able to see the articles in person		1

Question	Key ideas	Accept	Reject	Mark
03.5	(They are) more luxurious		(They are) expensive/luxurious There are more luxury products	1

Question	Key ideas	Accept	Reject	Mark

03.6	Organising weddings abroad.	Planning weddings abroad	'Foreign weddings' on its own	1
		Foreign wedding organisation	Foreign wedding organisations	

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

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

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

Question	Accept	Mark
04.4	A (by phone.)	1

Question	Key ideas	Accept	Reject	Mark
05.1	In a conflict between/among friends he tries to be understanding	In an argument / row with friends	he intends to be	1

Question	Accept			Mark
05.2	When he is told a secret, he never tells anyone	When people tell him a secret, he never tells anyone/he always keeps it	he never tells secrets	1

Question	Accept			Mark
05.3	He enjoys sharing funny videos on social media.	He likes/loves posting funny videos on social networks	online	1

Question	Accept			Mark
05.4	When someone criticises him he gets cross/annoyed and complains/moans		he gets sad/upset	1

Question	Accept	Mark
06.1	NM	1

Question	Accept	Mark
06.2	T	1

Question	Accept	Mark
06.3	NM	1

Question	Accept	Mark
06.4	F	1

Question	Accept	Mark
07.1	A+B	1

Question	Accept	Mark
07.2	B	1

Question	Accept	Mark
07.3	A	1

Question	Accept	Mark
07.4	A+B	1

Question	Accept	Mark
08.1	C (When she plays musical instruments.)	1

Question	Accept	Mark
08.2	A (Ball sports)	1

Question	Accept	Mark
08.3	A (She supports a charity.)	1

Question	Accept	Mark
09.1	B (English is the second most important subject in Spain.)	1

Question	Accept	Mark
09.2	B (Discipline and results have improved in Esther's English classes.)	1

Question	Accept	Mark
09.3	A (Some homework has given the students confidence in class.)	1

Question	Accept	Mark
09.4	A+B (English speakers run clubs for the younger students in Esther's school + In dance and music classes younger students learn English without realising.)	1

Question	Accept	Mark
10.1	B	1

Question	Accept	Mark
10.2	A	1

Question	Accept	Mark
10.3	C	1

Question	Accept	Mark
10.4	A	1

Question	Accept	Mark
11.1	C (la salud)	1

Question	Accept	Mark
11.2	C (todo el mundo)	1

Question	Accept	Mark
11.3	C (harto)	1

Question	Accept	Mark
12.1	B (está seguro de su futuro.)	1

Question	Accept	Mark
12.2	A (cambió recientemente.)	1

Question	Accept	Mark
12.3	C (tan pronto como sea posible.)	1

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

Question	Key Idea	Accept	Reject	Mark
13.2	repasar	repasan	seguir rutinas	1

Question	Key Idea	Accept	Reject	Mark
13.3	suspender		menos posibilidades de suspender	1

Question	Accept	Mark
14.1	Aspecto favorito D (Los vestidos)	1
	Razón 4 (Originales)	1

Question	Accept	Mark
14.2	Aspecto favorito C (Los maquillajes)	1
	Razón 2 (Cómicos)	1

Question		Key ideas	Accept	Reject	Mark
15	Me llevo bien con	I get along (well) with	I get on with		1
	el futuro marido de mi hermana	my sister's future husband	the future husband of my sister		1
	Se conocieron por Internet	they met on the Internet	they got to know each other online		1
	y se enamoraron inmediatamente	they fell in love (with each other) immediately			1
	Hace un mes vivían con nosotros	A month ago, they were living with us	A month ago, they lived with us		1
	pero acaban de irse a un pueblo cercano	but they have just gone to a nearby village	but they have just gone/went/left to a town nearby	but they have just gone to a nearby city	1
	Espero que nos visiten el domingo que viene	I hope they visit us next Sunday	I hope they visit us on Sunday		1
	porque solemos ir a la iglesia	because we usually go to (the) church	because we tend to go to (the) church		1
	y llevamos comida a los sin techo.	and we take food to the homeless.	and we bring food for the homeless	and we give/distribute food to the homeless	1
Total marks					60

GCSE
SPANISH
8698/WH

Paper 4 Writing Higher

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 Higher Tier:

	Content	Quality of Language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	60

Higher Question 1/Foundation Question 4

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 4):

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.

Higher Question 2

15 marks for Content + 12 marks for Range of Language + 5 marks for Accuracy (32 marks in total).

Candidates write approximately 150 words in total about two different bullet points. Both 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, for Range of Language and for Accuracy, according to the following criteria:

Content

Marks	Response
13–15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
10–12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
7–9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
4–6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1–3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be 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 must be ignored when awarding the mark for Content; however, as the bullet points are much more open-ended, there is scope for candidates to include information which is still relevant but not in direct response to a bullet point. For example, when addressing a bullet point requiring a response about a memorable holiday, candidates may refer to where they might go on a future holiday.

Any information which cannot be deemed at all relevant must be ignored when awarding the mark for Content.

As with the overlap question, you must accept, as an accomplishment of the task, any plausible response to a bullet point, even if an element such as time or place are missing.

- In order to score a mark of 13 or more for Content, both bullet points must be covered. However, there is no requirement for an equal coverage of both bullet points.
- A candidate who conveys information in relation to one bullet point only can score a **maximum** of 12 marks for Content.
- Provided at least some coverage of both bullet points is evident, candidates will have access to full marks where the other criteria are met.
- The bands refer to the amount of information that is conveyed, as follows:

13–15:	a lot
10–12:	a lot
7–9:	quite a lot
4–6:	some
1–3:	a limited amount

All of these have to be considered with reference to the recommended number of words, which is approximately 150. In other words, a candidate who writes approximately 150 words, clearly understandable and relevant to both bullet points, will be able to achieve 15 marks provided the other criteria are met. Conversely, a candidate may write much more than 150 words, but the language is so inaccurate that only a limited amount of information is conveyed successfully. If a candidate writes considerably fewer than 150 words, 'a lot of information' will not be conveyed.

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

10–15:	at least two opinions are expressed and justified
7–9:	at least two opinions are expressed
4–6:	at least one opinion is expressed

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 3. 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 or a justification of an opinion. A neutral or descriptive adjective is only classed as an opinion or a justification if it is preceded by something like 'I think that'. For example: 'I think that my town is big' (opinion); or a neutral adjective can be given as a justification of an opinion: 'I like my town because it is big' (opinion + justification).

- Once the correct band has been decided upon, the middle mark in the band will be given to a candidate whose writing fits the band well. If the band above was a consideration, then award the higher of the three marks; if the band below was a consideration, then award the lower of the three marks.

Range of language

Marks	Responses
10–12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
7–9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
4–6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1–3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	The range of 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 Range 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 Range of language and for Accuracy. A mark of 0 for Content automatically results in a mark of 0 for Range of language but, apart from that, the Content mark does not limit the Range of language mark. However, a short piece is unlikely to show sufficient variety for a high mark for Range of language.

- Each band has five strands: variety of vocabulary; variety of structures; complexity of sentences; fluency of the writing; style and register. For a mark of 12, there will be good evidence that the criteria for all five strands have been met comfortably. Sometimes it will be necessary to adopt a 'best fit' approach, because the five strands will not be consistently demonstrated. Once the correct band has been decided upon, the middle mark in the band will be given to a candidate whose writing fits the band well. If the band above was a consideration, then award the higher of the three marks; if the band below was a consideration, then award the lower of the three marks.
- There must be more complex sentences for the candidate to score 7 marks or more. For a mark in the 10-12 band, the complex sentences are produced confidently, with few errors in structure; for a mark in the 7-9 band, the attempts at complex sentences are **mostly** successful. Complex sentences may be formed in some of the following ways across the languages: use of subordinate clauses; use of relative clauses; use of infinitive constructions; the use of object pronouns within a sentence to lend greater fluency. 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.

Accuracy

Marks	Response
5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	The accuracy 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 Accuracy, even if some of it is irrelevant to the bullet points.

A mark of 0 for Content automatically results in a mark of 0 for Accuracy but, apart from that, the Content mark does not limit the Accuracy mark. However, a short piece is unlikely to show sufficient evidence for a very high mark for Accuracy.

- For the award of 5 marks, the writing need not be perfectly accurate. There may be errors in attempts at more complex language and the occasional minor error, but these will be infrequent. A minor error is one which has no bearing on communication (for example, incorrect gender), whereas a major error is one where communication is affected.
- For a piece of writing that contains a good number of errors, a useful starting point will be to decide whether overall it is more accurate than inaccurate. If it is, then the **minimum** mark will be 2.
- A major consideration in awarding marks for accuracy is correctly formed verbs and tense formations. All verbs and tense formations should be considered here but as there are only two bullet points in this question, only two time frames will be elicited. While some candidates will develop their ideas and, in so doing, use a third time frame and different tenses, there is not the same requirement as there is in Foundation Question 4/Higher Question 1 to refer to all three time frames.

Higher Question 3

6 marks for Conveying key messages + 6 marks for Application of grammatical knowledge of language and structures (12 marks in total).

Candidates translate into the target language a passage in English, totalling at least 50 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	Response
6	All key messages are conveyed.
5	Nearly all key messages are conveyed.
4	Most key messages are conveyed.
3	Some key messages are conveyed.
2	Few key messages are conveyed.
1	Very few key messages are conveyed.
0	The content does not meet the standard required for Level 1 at this tier.

The translation is divided into 13 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
13	6
11/12	5
8/9/10	4
5/6/7	3
3/4	2
1/2	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
6	Excellent knowledge of vocabulary and structures; virtually faultless.
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 4 for Conveying key messages. You may have had to hesitate when deciding on one of the ticks but just decided against it. This may then encourage you to give a mark of 5, rather than 4, 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.

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, 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 01.1 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 01.2 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	Question 01.1	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]
	or	Question 01.2 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.

Question 02

For this question there are two compulsory bullet points, which are assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The maximum mark is 32. The student is expected to produce approximately 150 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[32 marks]

Content

Level	Marks	Response
5	13–15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10–12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7–9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4–6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1–3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be 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 two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

Range of language

Level	Marks	Response
4	10–12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7–9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4–6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1–3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	0	The range of 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 Range of language. Apart from that, the Content mark does not limit the mark for Range of language.

Accuracy

Level	Marks	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The content does not meet the standard required for Level 1 at this tier.

General rule for this question:

- the use of an infinitive in place of a finite verb **is not acceptable** for conveying a message.

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 Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

Question 02.1 content

Bullet	Comments
lo bueno y lo malo de la vida en el colegio	There must be at least one good aspect and one bad aspect to fulfil the task.
si ganas los mil euros, qué vas a hacer con el dinero	There must be a clear reference to the future through the use of future/immediate future tenses or through the present tense used as a future time frame (eg <i>Si gano, quiero comprarme un nuevo móvil.</i>)

Question 02.2 content

Bullet	Comments
un día en el pasado cuando tuviste problemas con tus amigos	There must be a clear reference to the past through the use of past tenses or through the present tense used as a past time frame (eg <i>Soy amigo de Pedro desde hace dos años ...</i>) For the task to be accomplished, there must be at least: - two problems, eg <i>Un amigo me insultó y otro me mandó un mensaje horrible.</i> Or - one problem with two separate ideas, eg <i>mi amiga y yo nos peleamos ayer y ya no hablo con ella.</i>
lo bueno y lo malo de vivir en tu región	There must be at least one good aspect and one bad aspect to fulfil the task.

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 02.1	This is a possible response (indicative content): La vida en el colegio no es tan mala. No nos gusta tener que estudiar tanto, pero en general los profesores no nos dan demasiado trabajo. Un problema que tenemos es el acoso. Si fuera el director, haría todo lo posible para prohibirlo porque tengo amigos que sufren mucho. Tenemos buenas instalaciones, especialmente para el deporte. Casi todos los profesores son simpáticos y nos apoyan mucho, aunque no me llevo bien con el señor Smith. No me gusta mucho el uniforme ya que es tan anticuado e incómodo. Si gano los mil euros, voy a pagar unas vacaciones especiales para toda la familia. Mis padres trabajan mucho pero no tienen suficiente dinero para ir de vacaciones al extranjero. Espero visitar España por primera vez. Mi móvil tiene la pantalla rota así que me gustaría comprarme uno nuevo y supongo que tendré que comprar algo para mi hermana. (147 words) [32 marks]
or	Question 02.2	This is a possible response (indicative content): Normalmente me llevo muy bien con mis amigos, pero la semana pasada escribí un comentario en <i>Snapchat</i> que no era muy agradable sobre mi amiga Louise. No sé por qué lo hice, pero Louise estaba muy enfadada y explicó la situación a todos nuestros amigos. Nadie me dijo nada durante todo el día y recibí unos mensajes horribles en mi móvil. Tuve que ir a la casa de Louise y pedir perdón y ahora somos amigas de nuevo. Me gusta vivir en Londres porque siempre hay mucho que hacer ya que es una ciudad con muchas atracciones. Vivimos en una casa bonita en las afueras y aunque el barrio es bastante pobre tengo muchos amigos que viven cerca y nos divertimos mucho. Lo malo es que las calles están sucias y hay muchas pintadas en las paredes. También el transporte público cuesta mucho y creo que deberían bajar los precios. (150 words) [32 marks]

Question 03

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks) as specified in the criteria below. The maximum mark is 12. When awarding the marks the student's response across the passage should be considered as a whole.

[12 marks]**Conveying key messages**

Level	Marks	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Application of grammatical knowledge of language and structures

Level	Marks	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
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 13 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	Last week	La semana pasada/La pasada semana	
2	I visited my brother	visité (a) mi hermano	visite a mi hermano (unless preceded by 'yo')
3	who lives in the town centre.	que/quien vive en el centro (de la ciudad/del pueblo).	
4	He studies History	Estudia historia	
5	at the university.	en la universidad/a la universidad.	
6	We went to the shops	Fuimos <u>a</u> las tiendas/fuimos de compras/fuimos de tiendas	Omission of 'a' when using las tiendas Use of supermercado
7	because he wanted	porque quería/quiso	porque querió
8	to buy a new computer.	comprar un nuevo ordenador/un ordenador nuevo. comprar un computador/una computadora nuevo/a.	
9	There were	Había	Habían
10	a lot of poor people	mucha gente pobre/pobre gente muchos pobres muchas personas pobres/pobres personas muchas personas necesitadas muchos necesitados	muchas personas con no dinero muchos sin techo
11	who were sleeping on the street.	que dormía(n)/estaba(n) durmiendo/dormiendo en la calle.	Use of durmieron/dormieron
12	My father gave money	Mi padre (le) dio dinero	
13	to an old man.	<u>a</u> un viejo/ <u>a</u> un anciano/ <u>a</u> un hombre viejo/ <u>a</u> un señor viejo/ <u>a</u> un señor mayor.	Omission of 'a'

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
13	6
11/12	5
8/9/10	4
5/6/7	3
3/4	2

1/2	1
0	0

Indicative content

The following indicative content is an example of a response which would be awarded full marks.

La semana pasada visité a mi hermano que vive en el centro. Estudia historia en la universidad. Fuimos a las tiendas porque quería comprar un nuevo ordenador. Había mucha gente pobre que dormía en la calle. Mi padre dio dinero a un señor viejo.

Other reasonable alternative translations will also be accepted.

Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE SPANISH

H

Higher Tier Paper 3 Reading

Wednesday 20 May 2020

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.
- 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 H 0 1

Section AQuestions and answers in **English****0 1****Healthy living**

You read this information about Mediterranean diets.

La gente que sigue una dieta mediterránea no come muchos productos lácteos, pero sí tiene un alto consumo de legumbres y pescado.

Su consumo de carnes rojas y comida rápida es muy bajo.

Answer the question in **English**.

Example

What do people following a Mediterranean diet **not** eat a lot of?

Dairy products

Write **one** more thing they do **not** eat a lot of.

[1 mark]

1



0 2

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 2 . 1

Formentera is famous for its .

[1 mark]

0 2 . 2

The is a peaceful place.

[1 mark]

0 2 . 3

The is busy with visitors during the festival.

[1 mark]

3

Turn over ►



0 3

Online shopping

You read about shopping habits on a Spanish website.

Tradicionalmente los españoles tenían miedo de comprar online, pero ya no. Uno de los momentos con mucha actividad es el día de San Valentín, pero la época más intensa es sin duda cuando hay rebajas. Entonces venden aun más que en Navidad.

Comprar online ha ganado popularidad debido a varias razones: la posibilidad de comparar los precios en diferentes sitios web y el envío directo a casa, pero la razón principal es que ahorra tiempo. Un inconveniente es que no se pueden ver los artículos en persona. Gracias a las nuevas tecnologías, como la inteligencia artificial, este problema se solucionará en el futuro.

Los productos caros vendidos hoy online son más lujosos que hace cinco años, pero las drogas y el tabaco están todavía prohibidos.

Se pueden contratar muchos servicios online: la recogida de medicinas, actividades bancarias y hasta la organización de bodas en el extranjero. Este último es el que ha crecido más.

Answer the questions in **English**.

0 3 . 1

Why did Spaniards **not** shop online in the past?

[1 mark]

0 3 . 2

According to the article, when is the **busiest** time for online shopping in Spain?

[1 mark]

0 3 . 3

What is the **main** reason for the growth in online shopping in Spain?

[1 mark]

0 3 . 4

What new development is going to make internet shopping better?

[1 mark]

0 3 . 5

What is different about the products that are sold online in Spain nowadays?

[1 mark]

0 3 . 6

According to the article, which online service has grown the **most**?

[1 mark]

6



Turn over for the next question

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ANSWER IN THE SPACES PROVIDED**

Turn over ►



0 4

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 4

1

Next year the programme will be...

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

[1 mark]

0 4

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 4 . 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 4 . 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 5

A questionnaire

Your Spanish friend, Andrés, has filled in this questionnaire from a magazine.

¿Qué tipo de amigo eres?

Haz este test y descubre qué tipo de amigo eres.

Ejemplo Tus compañeros...

- A van y vienen.
- ☒ B saben que siempre pueden confiar en ti.
- C te son útiles.

1 En un conflicto entre amigos...

- A te aburres.
- B escuchas con paciencia.
- ☒ C intentas ser comprensivo.

2 Cuando te cuentan un secreto....

- ☒ A nunca se lo dices a nadie.
- B se lo dices a tus otros amigos.
- C se lo dices a tus padres.

3 Disfrutas...

- A viendo vídeos cómicos en YouTube.
- B enviando mensajes tontos por móvil.
- ☒ C compartiendo vídeos graciosos por las redes sociales.

4 Cuando alguien te critica...

- ☒ A te enfadas y te quejas.
- B protestas.
- C buscas soluciones.



Example

According to the circled answer, how do you know Andrés is reliable?

His friends know that they can always trust him.Answer the questions in **English**.**0 5 . 1**

According to the circled answer, how do you know Andrés is fair?

[1 mark]**0 5 . 2**

According to the circled answer, how do you know Andrés is trustworthy?

[1 mark]**0 5 . 3**

According to the circled answer, how do you know Andrés is fun?

[1 mark]**0 5 . 4**

According to the circled answer, how do you know Andrés is oversensitive?

[1 mark]**4****Turn over for the next question****Turn over ►**

0 6

Recycling in Madrid

You read this leaflet about recycling.

En la Comunidad de Madrid queremos dar nueva vida a la basura. Por eso hemos puesto en marcha un plan para reciclar los residuos que son reciclables. Con las botellas de plástico hemos fabricado estuches, coches de juguete y asientos también.

Queremos un planeta más limpio y, si tú también lo quieres, puedes conseguirlo con un simple gesto: mete el papel en la bolsa amarilla, junto a las latas y el cristal. Y recuerda que el futuro está en tus manos.

Toda la información se encuentra exclusivamente en tu ayuntamiento.

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 6 . 1

Recycling is collected every week in Madrid.

☐

[1 mark]

0 6 . 2

They have made toys from plastic bottles.

☐

[1 mark]

0 6 . 3

You have to take garden waste to the recycling centre yourself.

☐

[1 mark]

0 6 . 4

You can get all of the information from your local supermarket.

☐

[1 mark]

4



Turn over for the next question

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ANSWER IN THE SPACES PROVIDED**

Turn over ►



0 7

La abuela Lola, a novel by Cecilia Samartín

You read this extract adapted from the novel.

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Which statements are correct?

Write **A** if **only** statement A is correct.

Write **B** if **only** statement B is correct.

Write **A+B** if **both** statements A and B are correct.

0 7 . 1

A	Otto went to Puerto Rico over 100 years ago.
B	He had never travelled abroad before going to Puerto Rico.

[1 mark]

0 7 . 2

A	Otto married Helga before he left Germany.
B	Helga did not go with Otto to Puerto Rico.

[1 mark]



0 7 . 3

A	Otto planned to save enough money so he could return to Germany.
B	When he first arrived, he regretted his decision to go to Puerto Rico.

[1 mark]

0 7 . 4

A	Otto was a hard-working honourable man.
B	He set up his own business in Puerto Rico.

[1 mark]

4

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

0 8

Michelle Calvó

Your Spanish friend shows you this interview with her favourite actress, Michelle Calvó.

¿Qué significa la música para usted?	Con ocho años tomé la decisión de ser actriz, pero la música es mi pasión. La utilizo para todo en mi día a día, para bailar, cantar, para meditar y trabajar. Cuando toco el piano y la guitarra es cuando me relajo más.
¿Le gusta el deporte?	He practicado el ballet, la gimnasia rítmica y la natación en el pasado, pero en cuanto vi jugar a unas chicas al voleibol, supe que quería pertenecer a ese equipo y lo disfruto muchísimo.
¿Qué hace usted para mejorar el mundo?	Hay muchas cosas que se pueden hacer hoy en día: seguir una dieta vegana o regalar la ropa que ya no usas a gente sin recursos. Personalmente, apoyo una organización benéfica local.

Write the correct letter in each box.

0 8

1

When does Michelle find music **most** relaxing?

A	When she sings to music.
B	When she meditates to music.
C	When she plays musical instruments.

[1 mark]

0 8

2

What type of sport does Michelle enjoy doing nowadays?

A	Ball sports
B	Gymnastics
C	Water sports

[1 mark]

0 8

3

What does she do to make the world a better place?

A	She supports a charity.
B	She eats a vegan diet.
C	She recycles her clothes.

[1 mark]

3



Turn over for the next question

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ANSWER IN THE SPACES PROVIDED**

Turn over ►



0 9

Esther's English classes

Your Spanish friend sends you this email about her English classes at school.

	From...	estherlopez@email.es
	Reply Subject:	clases de inglés

Seis de cada diez españoles no hablan inglés a pesar de que, por detrás de las matemáticas, es la asignatura más importante en el país.

Mis clases de inglés han cambiado mucho. El concepto del profesor enseñando inglés en la pizarra ha pasado a la historia. Ahora mis profesores usan nuevas tecnologías que han mejorado el comportamiento de los estudiantes, los cuales están más interesados y tienen más éxito.

Mis profesores de inglés dan ejercicios de comprensión auditiva para hacer en casa donde practicamos palabras nuevas y cuando las oímos en clase nos da confianza.

Hay también actividades extraescolares para los estudiantes más jóvenes. Tienen, por ejemplo, clases de baile o música con profesores de habla inglesa. Así aprenden sin darse cuenta.

Esther



Which statements are correct?

Write **A** if **only** statement A is correct.

Write **B** if **only** statement B is correct.

Write **A+B** if **both** statements A and B are correct.

0 9 . 1

A	The majority of Spaniards speak English.
B	English is the second most important subject in Spain.

[1 mark]

0 9 . 2

A	Esther's English classes are taught in a traditional way.
B	Discipline and results have improved in Esther's English classes.

[1 mark]

0 9 . 3

A	Some homework has given the students confidence in class.
B	Esther never gets listening exercises for homework.

[1 mark]

0 9 . 4

A	English speakers run clubs for the younger students in Esther's school.
B	In dance and music classes younger students learn English without realising.

[1 mark]

4

Turn over for the next question

Turn over ►



Section BQuestions and answers in **Spanish****1 0*****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 0 . 1

parece enfermo el chico?

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

se menciona la venta de drogas a los alumnos?

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

hay una discusión agresiva?

[1 mark]**1 0 . 4**

reciben los alumnos consejos sobre las drogas?

[1 mark]

4


1 1**Problemas sociales en Bolivia**

Lees las opiniones de unos bolivianos.

¿De qué escribe cada persona?

Completa las frases.

Escribe la letra correcta en cada casilla.

No cambiaría mi trabajo, aunque gano poco dinero. Me dedico a eliminar de la sociedad el tabaquismo y los botellones.

Guillermo

1 1 . 1

Guillermo quiere soluciones a los problemas relacionados con .

[1 mark]

A	el empleo
B	las finanzas
C	la salud

Qué fácil es echar la culpa del calentamiento global a los políticos, cuando en realidad es responsabilidad de cada individuo.

Marcos

1 1 . 2

Marcos piensa que debe cuidar del medio ambiente.

[1 mark]

A	el alcalde
B	el gobierno
C	todo el mundo

Question 11 continues on the next page

Turn over ►



Soy guía. No aguanto la cantidad de comentarios que recibo día tras día de los turistas, por ejemplo, sobre colas en las aduanas, gamberros en las calles y alojamiento inadecuado.

Jaime

1 1 . 3 En su trabajo, Jaime está .

[1 mark]

A	animado
B	encantado
C	harto

3



Turn over for the next question

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ANSWER IN THE SPACES PROVIDED**

Turn over ►



1	2

Ambiciones para el futuro

Lees en una revista española esta pregunta y respuesta sobre cómo ser cocinero.

“Quiero dedicarme a la cocina. ¿Qué estudios hay que hacer?”

Miguel

Felicitaciones por tener tan claro lo que quieres hacer. La mayoría de los jóvenes acaba el instituto sin planes para el futuro.

Afortunadamente para ti en este país nos gusta comer bien y es fácil encontrar trabajo como cocinero.

Hasta hace poco para ser cocinero había que hacer Formación Profesional. Ahora se hace a través del Módulo de Grado Medio, eligiendo la rama de Hostelería. Dura tres años.

Es bueno que vayas adquiriendo experiencia desde ahora. Te aconsejo que empieces trabajando como ayudante en algún hotel. Es importante que te vayas introduciendo en este mundo en seguida y que vayas conociendo cómo funciona.

Fernando



Completa las frases.

Escribe la letra correcta en cada casilla.

1 **2** . **1** Miguel...

A	es estudiante de cocina.
B	está seguro de su futuro.
C	trabaja como cocinero.

[1 mark]

1 **2** . **2** Fernando escribe que la formación para ser cocinero...

A	cambió recientemente.
B	es dura.
C	incluye experiencia laboral.

[1 mark]

1 **2** . **3** Fernando aconseja que Miguel entre en el mundo de la cocina...

A	dentro de tres años.
B	después de terminar la formación.
C	tan pronto como sea posible.

[1 mark]

3

Turn over for the next question

Turn over ►



1 3**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 3 . 1

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

Escribe **dos** actividades.

1 _____

2 _____

[2 marks]

1 3 . 2

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

[1 mark]

1 3 . 3

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

[1 mark]

4



1 4**Fiestas**

Lees las opiniones de Antonio y Olga sobre las fiestas en sus pueblos.

La gente pone mucha emoción y alegría en el Carnaval de Santa Cruz de Tenerife. El momento más impresionante para muchos es la gran procesión. Mi momento estrella es ver la ropa de fantasía de la Reina del Carnaval cuando pasea por la calle. La siguen muchos otros participantes cuyos trajes son superimaginativos.

Antonio

No debes perderte El Carnaval original de las Máscaras y Diablos en Almiruete. Los habitantes desfilan vestidos de blanco y lo que me llama más la atención es que se pintan la cara para representar animales o diablos. Los dibujos son más graciosos cada año. Me hacen reír tanto.

Olga

¿Cuál es el aspecto favorito de las fiestas para Antonio y Olga y por qué?

Escribe la letra del aspecto favorito correcto y el número de la razón correcta en las casillas.

	Aspecto favorito
A	Los bailes
B	Los colores
C	Los maquillajes
D	Los vestidos

	Razón
1	Alegres
2	Cómicos
3	Emocionantes
4	Originales

1 4 . 1**Antonio**

Aspecto favorito

Razón

[2 marks]**1 4 . 2****Olga**

Aspecto favorito

Razón

[2 marks]**4**

Turn over for the next question

Turn over ►



Translation into English

Your Spanish exchange partner sends you this message.

Me llevo bien con el futuro marido de mi hermana. Se conocieron por Internet y se enamoraron inmediatamente. Hace un mes vivían con nosotros, pero acaban de irse a un pueblo cercano. Espero que nos visiten el domingo que viene porque solemos ir a la iglesia y llevamos comida a los sin techo.

[9 marks]

[illegible]

9

END OF QUESTIONS



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[illegible]

[illegible]

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3 2



2 0 6 G 8 6 9 8 / R H

IB/M/Jun20/8698/RH

Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE SPANISH

H

Higher Tier Paper 4 Writing

Wednesday 3 June 2020

Afternoon

Time allowed: 1 hour 15 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.
- You must answer **three** questions.
- You must answer **either** Question 1.1 **or** Question 1.2. Do not answer both of these questions.
- You must answer **either** Question 2.1 **or** Question 2.2. Do not answer both of these questions.
- You must answer Question 3.
- 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.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- You must **not** use a dictionary during this test.
- In order to score the highest marks for Question 1.1/Question 1.2, you must write something about each bullet point. You must use a variety of vocabulary and structures and include your opinions.
- In order to score the highest marks in Question 2.1/Question 2.2, you must write something about both bullet points. You must use a variety of vocabulary and structures and include your opinions and reasons.

For Examiner's Use	
Question	Mark
1	
2	
3	
TOTAL	



J U N 2 0 8 6 9 8 W H O 1

IB/M/Jun20/E14

8698/WH

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

0	1	.	1

[16 marks]

[illegible]

[illegible]

Turn over ►



0	1	.	2

[16 marks]

[illegible]

[illegible]

16

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

0	2	.	1

Decides participar con esta información:

- Escribe aproximadamente **150** palabras en **español**. Responde a los dos aspectos de la pregunta.

[32 marks]

[illegible]

[illegible]

[illegible]

[illegible]

0	2	.	2

Decides escribir en el blog con esta información:

- Escribe aproximadamente **150** palabras en **español**. Responde a los dos aspectos de la pregunta.

[32 marks]

[illegible]

[illegible]

[illegible]

[illegible]

32

Translate the following passage into **Spanish**.

[12 marks]

[illegible]

END OF QUESTIONS



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2 0



2 0 6 G 8 6 9 8 / W H

IB/M/Jun20/8698/WH

GCSE
SPANISH
8698/RH

Paper 3 Reading Higher 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**.
 - (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	N (now)	1

Question	Accept	Mark
01.2	P (past)	1

Question	Accept	Mark
01.3	P (past)	1

Question	Accept	Mark
01.4	F (future)	1

Question	Accept	Mark
02.1	A (At a concert)	1

Question	Accept	Mark
02.2	A (The nurses in the care home)	1

Question	Accept	Mark
02.3	B (Loved)	1

Question	Accept	Mark
03.1	P (positive)	1

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

Question	Accept	Mark
03.3	N (negative)	1

Question	Accept	Mark
03.4	P (positive)	1

Question	Key ideas	Accept	Reject	Mark
04.1	(An increase of) almost/nearly 10% more trees		(An increase of) about 10% more trees	1

Question	Key ideas	Accept	Reject	Mark
04.2	Scarce rainfall	(very) little rain	less/no rain	1

Question	Key ideas	Accept	Reject	Mark
04.3	More drought(s)		(a) drought(s)	1

Question	Key ideas	Accept	Reject	Mark
04.4	young hooligans/louts/troublemakers	young delinquents/vandals/thugs	youths/teenagers gangs/gangsters young offenders/criminals hooligans/louts/troublemakers (on its own)	1

Question	Accept	Mark
05.1	B (paid job opportunities)	1

Question	Accept	Mark
05.2	B (do not have much free time)	1

Question	Accept	Mark
05.3	C (wild animals)	1

Question	Key ideas	Accept	Reject	Mark
06.1	Brought food boxes to the elderly who live alone	Took/Delivered/Gave (out) food parcels to old people/OAPs who live on their own	Donated/Provided	1

Question	Key ideas	Accept	Reject	Mark
06.2	The most useful thing was supporting (the) children in wheelchairs	The most useful was helping (the) kids in wheelchairs	'pushchairs'/'buggies' for wheelchairs	1

Question	Key ideas	Accept	Reject	Mark
06.3	His relationship with (the) others was better than he imagined	His relationship with (the) other people/the rest/everyone else was better than he (had) hoped/expected		1

Question	Key ideas	Accept	Reject	Mark
06.4	He really fancies working for a charitable organisation abroad	He would really like to work for a charity in a foreign country	He fancies working for a benefit organisation	1

Question	Accept	Mark
07.1	A (Xabier invited his father to the football match because his friend could not go.)	1

Question	Accept	Mark
07.2	A + B (Txato was keen to go to the football match. + Txato did not have a high opinion of the Real Sociedad footballers.)	1

Question	Accept	Mark
07.3	B (Bittori wanted to see Nerea's new flat.)	1

Question	Accept	Mark
07.4	B (Nerea's old flat was quite a long way from the university.)	1

Question	Accept	Mark
08.1	F (false)	1

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

Question	Accept	Mark
08.3	T (true)	1

Question	Accept	Mark
08.4	F (false)	1

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

Question	Key ideas	Accept	Reject	Mark
09.2	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
09.3	Quick to (re)charge	Fast/rapid (re)charging They (re)charge quickly/faster	(Re)chargeable	1

Question	Answer	Mark
10.1	In any order A (Desempleo) D (Sueño)	2

Question	Answer	Mark
10.2	In any order C (Hogar) D (Suerte)	2

Question	Accept	Mark
11.1	B (Sorprendida)	1

Question	Accept	Mark
11.2	P (positiva)	1

Question	Accept	Mark
11.3	A (Caramelos)	1

Question	Accept	Mark
11.4	A (Cancelar su matrimonio con Ignacio)	1

Question	Accept	Mark
12.1	B (la situación laboral.)	1

Question	Accept	Mark
12.2	A (comenzaron en 1977.)	1

Question	Accept	Mark
12.3	C (políticos.)	1

Question	Accept	Mark
13.1	C (enfermo)	1

Question	Accept	Mark
13.2	D (en forma)	1

Question	Accept	Mark
13.3	A (a favor de)	1

Question	Key ideas	Accept	Reject	Mark
14.1	Suspender exámenes			1

Question	Key ideas	Accept	Reject	Mark
14.2	Cambiar las reglas			1

Question	Key ideas	Accept	Reject	Mark
14.3	Seguir la clase			1

Question	Key ideas	Accept	Reject	Mark
14.4	Trabajar de aprendiz	No (quiero) estar en paro	Estar en paro	1

Question	Spanish	Key ideas	Accept	Reject	Mark
15	Yo estaba escuchando un podcast sobre mi actor favorito	I was listening to a podcast about my favourite actor			1
	y no sabía que	and I didn't know (that)			1
	él ganó su primer premio de cine con solo 9 años.	he won his first film award when he was only 9 (years old).	he won his first cinema prize when he was just 9 (years of age).	first prize with only 9 years	1
	El sábado va a salir en la tele	On Saturday he will be on the TV	(s)he is going (to go) on the telly on Saturday	The Saturday he is going to go out on the TV	1
	para que sus aficionados puedan hacerle preguntas.	so that his fans can ask him questions.	so his/her fans may put questions to him/her. to be questioned by his/her supporters/followers.	so that fans can ask questions	1
	Tendré que ver lo que dice.	I will have to see what he says.	I will need to watch what she/it says.		1
	¿Te gustaría ser famoso?	Would you like to be famous?		Do you want to be famous?	1
	No me interesa.	It does not interest me.	I am not interested (in it).	I am not interesting.	1
	Las redes sociales son a veces crueles.	Social media are / is sometimes cruel.	Social networks are cruel at times.		1

Total marks

60

GCSE
SPANISH
8698/WH

Paper 4 Writing Higher

Mark scheme

June 2022

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 Higher Tier:

	Content	Quality of language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	60

Higher Question 1/Foundation Question 4

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.

Higher Question 2

15 marks for Content + 12 marks for Range of language + 5 marks for Accuracy (32 marks in total).

Candidates write approximately 150 words in total about two different bullet points. Both 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, for Range of language and for Accuracy, according to the following criteria:

Content

Marks	Response
13–15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
10–12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
7–9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
4–6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1–3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be 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 must be ignored when awarding the mark for Content; however, as the bullet points are much more open-ended, there is scope for candidates to include information which is still relevant but not in direct response to a bullet point. For example, when addressing a bullet point requiring a response about a memorable holiday, candidates may refer to where they might go on a future holiday.

Any information which cannot be deemed at all relevant must be ignored when awarding the mark for Content.

As with the overlap question, you must accept, as an accomplishment of the task, any plausible response to a bullet point, even if an element such as time or place are missing.

- In order to score a mark of 13 or more for Content, both bullet points must be covered. However, there is no requirement for an equal coverage of both bullet points.
- A candidate who conveys information in relation to one bullet point only can score a **maximum** of 12 marks for Content.
- Provided at least some coverage of both bullet points is evident, candidates will have access to full marks where the other criteria are met.
- The bands refer to the amount of information that is conveyed, as follows:

13–15:	a lot
10–12:	a lot
7–9:	quite a lot
4–6:	some
1–3:	a limited amount

All of these have to be considered with reference to the recommended number of words, which is approximately 150. In other words, a candidate who writes approximately 150 words, clearly understandable and relevant to both bullet points, will be able to achieve 15 marks provided the other criteria are met. Conversely, a candidate may write much more than 150 words, but the language is so inaccurate that only a limited amount of information is conveyed successfully. If a candidate writes considerably fewer than 150 words, 'a lot of information' will not be conveyed.

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

10–15:	at least two opinions are expressed and justified
7–9:	at least two opinions are expressed
4–6:	at least one opinion is expressed

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 3. 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 or a justification of an opinion. A neutral or descriptive adjective is only classed as an opinion or a justification if it is preceded by something like 'I think that'. For example: 'I think that my town is big' (opinion); or a neutral adjective can be given as a justification of an opinion: 'I like my town because it is big' (opinion + justification).

- Once the correct band has been decided upon, the middle mark in the band will be given to a candidate whose writing fits the band well. If the band above was a consideration, then award the higher of the three marks; if the band below was a consideration, then award the lower of the three marks.

Range of language

Marks	Responses
10–12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
7–9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
4–6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1–3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	The range of 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 Range 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 Range of language and for Accuracy. A mark of 0 for Content automatically results in a mark of 0 for Range of language but, apart from that, the Content mark does not limit the Range of language mark. However, a short piece is unlikely to show sufficient variety for a high mark for Range of language.

- Each band has five strands: variety of vocabulary; variety of structures; complexity of sentences; fluency of the writing; style and register. For a mark of 12, there will be good evidence that the criteria for all five strands have been met comfortably. Sometimes it will be necessary to adopt a 'best fit' approach, because the five strands will not be consistently demonstrated. Once the correct band has been decided upon, the middle mark in the band will be given to a candidate whose writing fits the band well. If the band above was a consideration, then award the higher of the three marks; if the band below was a consideration, then award the lower of the three marks.
- There must be more complex sentences for the candidate to score 7 marks or more. For a mark in the 10–12 band, the complex sentences are produced confidently, with few errors in structure; for a mark in the 7–9 band, the attempts at complex sentences are **mostly** successful. Complex sentences may be formed in some of the following ways across the languages: use of subordinate clauses; use of relative clauses; use of infinitive constructions; the use of object pronouns within a sentence to lend greater fluency. 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.

Accuracy

Marks	Response
5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	The accuracy 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 Accuracy, even if some of it is irrelevant to the bullet points.

A mark of 0 for Content automatically results in a mark of 0 for Accuracy but, apart from that, the Content mark does not limit the Accuracy mark. However, a short piece is unlikely to show sufficient evidence for a very high mark for Accuracy.

- For the award of 5 marks, the writing need not be perfectly accurate. There may be errors in attempts at more complex language and the occasional minor error, but these will be infrequent. A minor error is one which has no bearing on communication (for example, incorrect gender), whereas a major error is one where communication is affected.
- For a piece of writing that contains a good number of errors, a useful starting point will be to decide whether overall it is more accurate than inaccurate. If it is, then the **minimum** mark will be 2.
- A major consideration in awarding marks for accuracy is correctly formed verbs and tense formations. All verbs and tense formations should be considered here but as there are only two bullet points in this question, only two time frames will be elicited. While some candidates will develop their ideas and, in so doing, use a third time frame and different tenses, there is not the same requirement as there is in Foundation Question 4/Higher Question 1 to refer to all three time frames.

Higher Question 3

6 marks for Conveying key messages + 6 marks for Application of grammatical knowledge of language and structures (12 marks in total).

Candidates translate into the target language a passage in English, totalling at least 50 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	Response
6	All key messages are conveyed.
5	Nearly all key messages are conveyed.
4	Most key messages are conveyed.
3	Some key messages are conveyed.
2	Few key messages are conveyed.
1	Very few key messages are conveyed.
0	The content does not meet the standard required for Level 1 at this tier.

The translation is divided into 13 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
13	6
11/12	5
8/9/10	4
5/6/7	3
3/4	2
1/2	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
6	Excellent knowledge of vocabulary and structures; virtually faultless.
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 4 for Conveying key messages. You may have had to hesitate when deciding on one of the ticks but just decided against it. This may then encourage you to give a mark of 5, rather than 4, 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.

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 2022 series**Question 01**

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 01.1 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 01.2 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 01.3 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 01.1	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 01.2	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 01.3	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.

Question 02

For this question there are two compulsory bullet points, which are assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The maximum mark is 32. The student is expected to produce approximately 150 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[32 marks]

Content

Level	Marks	Response
5	13–15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10–12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7–9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4–6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1–3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be 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 two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

Range of language

Level	Marks	Response
4	10–12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7–9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4–6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1–3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	0	The range of 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 Range of language. Apart from that, the Content mark does not limit the mark for Range of language.

Accuracy

Level	Marks	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The content does not meet the standard required for Level 1 at this tier.

General rule for this question:

- the use of an infinitive in place of a finite verb **is not acceptable** for conveying a message.

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 Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

Question 02.1 content

Bullet	Comments
si las redes sociales son positivas o negativas para relacionarse con los amigos	There must be an opinion to fulfil the task, either positive or negative. The effects of social networks must be specifically applied to friends somewhere in the response, but additional, more general effects should not be penalised as irrelevant. If a response includes opinions about friends and family, count it as relevant information because it is mentioned in the introductory rubric. However, because it does not relate directly to the bullet points, it will not fulfil either of them.
si te gustaría tener una familia en el futuro.	There must be a clear reference to the future through the use of future/immediate future/conditional tenses or through the present tense used as a future time frame (eg <i>cuando tenga 25 años, quiero tener hijos</i>).

Question 02.2 content

Bullet	Comments
si crees que es necesario vivir en una ciudad grande para estar contento	There must be a reference to the relationship between happiness and living in a city or not.
una ocasión en el pasado cuando ayudaste a otra persona.	There must be a clear reference to the past through the use of past tenses or through the present tense used as a past time frame (eg <i>Acabo de dar dinero a una organización benéfica...</i>).

Question 02.3 content

Bullet	Comments
tus opiniones sobre los problemas que tienen los jóvenes en el colegio	For the task to be accomplished, there must be at least: - two problems, eg <i>tenemos muchísimos deberes y el recreo es demasiado corto</i> or - two opinions, an opinion with a justification or two separate ideas about one problem eg <i>No me gustan algunas de mis asignaturas (O) porque son muy difíciles para mí (J)</i> .
si te gustaría trabajar de aprendiz en el futuro.	There must be a clear reference to the future through the use of future/immediate future/conditional tenses or through the present tense used as a future time frame (eg <i>el año que viene quiero trabajar de aprendiz</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 02.1	This is a possible response (indicative content): En mi opinión, hay más aspectos positivos que negativos de utilizar las redes sociales para comunicarse con amigos. Creo que utilizar apps como Instagram o Snapchat es muy fácil, y puedes colgar fotos de tus amigos. Además, puedes hablar con amigos que viven lejos, aunque un problema es que a veces hay acoso. También algunos de mis amigos están obsesionados con las redes sociales, y nunca quieren hablar cara a cara. No estoy seguro si me gustaría tener una familia en el futuro. Por una parte, pienso que sería fantástico tener una mujer muy simpática y unos niños encantadores, pero por otro lado creo que tendría mucha menos libertad. Soy bastante joven, así que me gusta salir con mis amigos cuando quiero, y además creo que las bodas son carísimas. Si fuera posible, me encantaría ir de viaje por todo el mundo, y tener una familia cuando sea mucho mayor. (150 words) [32 marks]
or	Question 02.2	This is a possible response (indicative content): Me encanta vivir en una gran ciudad porque hay muchísimas instalaciones y cosas que hacer. Por ejemplo, puedo ir al estadio los fines de semana a ver jugar a mi equipo favorito, y también tengo la oportunidad de visitar museos, teatros y muchas tiendas diferentes. Sin embargo, no creo que todo eso sea esencial para ser feliz. Lo más importante para mi felicidad es tener a mi familia y a mis amigos cerca. Soy feliz cuando paso tiempo con ellos. El fin de semana pasado fui de compras al centro de mi ciudad, y vi a un hombre que vivía en la calle y no tenía comida. Fui al supermercado y compré una bebida caliente y un bocadillo para él. Me hizo muy feliz, porque creo que es muy importante ayudar a otras personas que tienen menos suerte que yo. Cuando sea mayor, quiero trabajar de voluntario en mi ciudad. (150 words) [32 marks]
or	Question 02.3	This is a possible response (indicative content): Creo que la vida para los jóvenes en el colegio hoy en día es difícil. Los jóvenes tienen mucha presión de sus padres y de sus profesores para sacar buenas notas todo el tiempo, y algunas asignaturas son muy difíciles. Por ejemplo, a mí no se me da bien la historia, y a veces estoy estresada cuando tengo un examen. Otro aspecto negativo es el acoso en los colegios, porque puede crear problemas mentales. Creo que algunos colegios deberían hacer más para ayudar a los jóvenes. No sé qué quiero hacer después de mis exámenes. Quiero seguir estudiando, pero no estoy seguro si trabajaré de aprendiz. Lo bueno de trabajar de aprendiz es que es muy práctico, y sería interesante aprender una profesión en vez de seguir estudiando. Por otra parte, ir a la universidad puede ser muy caro, pero también sería una experiencia fantástica. ¡Es muy difícil decidir! (150 words) [32 marks]

Question 03

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks) as specified in the criteria below. The maximum mark is 12. When awarding the marks the student's response across the passage should be considered as a whole.

[12 marks]**Conveying key messages**

Level	Marks	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Application of grammatical knowledge of language and structures

Level	Marks	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
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 13 key messages (see below). As a 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	My sister got married	Mi hermana (se) casó / se caso	caso (<i>without reflexive pronoun and accent</i>) te/le casó Any use of the verb <u>cansar</u>
2	in January last year.	en enero del / el <u>año</u> pasado. en enero del último <u>año</u> /año último	
3	Her husband is Spanish, but	<u>Su</u> marido / esposo / pareja es español / de España, pero	novio hombre Ella <i>for</i> su
4	he speaks English very well.	habla inglés muy bien/bueno. habla muy bien/bueno (el) inglés.	mucho bien/bueno
5	They have bought a house	Han comprado / Compraron una casa	Compraban Han <u>comparado</u> / <u>compararon</u>
6	near the coast.	cerca (de) / junto (a) / al lado (de) la costa / la playa / el mar.	costo
7	I would like to go there	Me gustaría / Quiero / Quisiera ir <u>allí/ahí</u> Me gustaría / Quiero / Quisiera voy <u>allí/ahí</u>	Me gusta ir allí aquí alle <i>for</i> allí
8	in the summer,	en el verano,	
9	before returning to school.	antes <u>de</u> volver <u>a</u> (l) colegio / <u>a</u> (l) insti(tuto) / <u>a</u> (la) escuela. antes <u>de</u> volviendo <u>a</u> (l) colegio / <u>a</u> (l) insti(tuto) / <u>a</u> (la) escuela.	<i>omission of de</i> <i>omission of a</i>
10	They say that	Dicen <u>que</u> Se dice(n) <u>que</u>	<i>omission of que</i> Hablan que
11	the weather is good	hace buen tiempo / el tiempo es bueno / el tiempo es(tá) bien / el tiempo está bueno / hay buen tiempo / el clima es buen(o) / hay buen clima	hace buen clima
12	and it will be	y será /sera/ va a ser	y estará / va a estar sería
13	a fantastic week.	Una/la semana fenomenal / estupenda / maravillosa / fantástica.	(muy) buena una semana bomba

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
13	6
11/12	5
8/9/10	4
5/6/7	3
3/4	2
1/2	1
0	0

Indicative content

The following indicative content is an example of a response which would be awarded full marks.

Mi hermana se casó en enero del año pasado. Su marido es español, pero habla inglés muy bien. Han comprado una casa cerca de la costa. Me gustaría ir allí en el verano, antes de volver al colegio. Dicen que hace buen tiempo y será una semana estupenda.

Other reasonable alternative translations will also be accepted.

Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE SPANISH

Higher Tier Paper 3 Reading

H

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.
- 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 A

Questions and answers in **English**Answer **all** questions in the spaces provided.

0 1

Fundraising activities at Pepe's school

You read this email from your Spanish friend, Pepe, about his school's fundraising activities.

 Reply	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 1 . 1

Non-uniform day

[1 mark]

0 1 . 2

Cake sale

[1 mark]

0 1 . 3

Car washing

[1 mark]

0 1 . 4

Sponsored walk

[1 mark]

4



Turn over for the next question

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ANSWER IN THE SPACES PROVIDED**

Turn over ►



0 2**My favourite music**

Pablo sends you an email about his three favourite songs.

	From...	p.agudo.es
	Subject:	Mis tres canciones favoritas

Tengo tres canciones favoritas.

La canción de Álvaro de Luna me encantó desde la primera vez que la oí. Fue en un concierto y ahora la ponen en todas las fiestas y festivales.

La canción de Maldita Nerea era la canción favorita de las enfermeras en la residencia de ancianos donde trabajé de voluntario. Al oírla, pienso en ellas. A las personas mayores no les gustaba, tampoco al jefe de la residencia.

La canción de David Bisbal me alegra cuando estoy triste y me recuerda que siempre hay una persona en este mundo que me quiere cuando me siento solo.

Write the correct letter in each box.

0 2**1**

Where was Pablo when he first heard Álvaro de Luna's song?

A	At a concert
B	At a festival
C	At a party

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

Who does Maldita Nerea's song make Pablo think about?

A	The nurses in the care home
B	The old people in the care home
C	The boss of the care home

[1 mark]

0 2 . 3

How does David Bisbal's song make Pablo feel?

A	Lonely
B	Loved
C	Sad

[1 mark]

3

Turn over for the next question

Turn over ►



0 3

Life in small towns

You read these opinions about living in small towns.



En los pueblos pequeños ahorras dinero no solo en la vivienda, sino también en la comida. Además, tomar un café es más barato que en la ciudad.

Sara



En los pueblos pequeños tardas menos tiempo en hacer todo. Por ejemplo, ir andando al médico es muy conveniente. Viajar en transporte público es más complicado porque no es bueno.

Josep



Faltan actividades culturales en los pueblos pequeños y esto me fastidia. Tener contacto con muchos vecinos y amigos es otra gran razón por la que prefería vivir en la ciudad.

Verónica



La contaminación es menor cuanto más lejos te vas de la ciudad. Puedo observar las estrellas en el cielo despejado en los pueblos pequeños; verdaderamente encantador para mí.

Ramón

What do these people think about living in small towns?

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

N for a **negative** opinion.

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

0 3 . 1

Sara

[1 mark]

0 3 . 2

Josep

[1 mark]

0 3 . 3

Verónica

[1 mark]

0 3 . 4

Ramón

[1 mark]

4



Turn over for the next question

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outside the
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ANSWER IN THE SPACES PROVIDED**

Turn over ►



0 4**The environment**

You read this article about forests in Spain.

El último estudio sobre los bosques en el mundo mostró que, desde 1990, se han perdido muchísimos. Por el contrario, gracias a las grandes campañas de reforestación, en España el número de árboles ha aumentado casi un 10% desde 1990.

Lo malo es que la situación global afecta no solo al paisaje, sino también al clima. Dentro de treinta años la temperatura media subirá varios grados y lo preocupante es que los días de calor serán más frecuentes e intensos. Pero lo peor es que las lluvias serán escasas en algunas zonas.

El próximo verano habrá más sequías, por lo que el riesgo de incendios forestales es muy alto. España es el país con más peligro de grandes fuegos de toda Europa.

En el año 2018 se quemaron muchos más árboles, el triple de lo normal. Lo triste es que muchos de esos incendios fueron provocados por jóvenes gamberros.

Answer the questions in **English**.

0 4 . 1

Exactly what have the campaigns since 1990 achieved in Spain?

[1 mark]

0 4 . 2

What will be the worst consequence of climate change in some areas?

[1 mark]



0	4	.	3

Why exactly will there be a very high risk of forest fires in Spain next summer?

[1 mark]

0	4	.	4

Who exactly caused many forest fires in 2018?

[1 mark]

—
4

Turn over for the next question

Turn over ►



0 5**A university project for student vets**

You read this article about a project organised by the University of Zaragoza.

La Universidad de Zaragoza, en el norte de España, ofrece a sus estudiantes veterinarios la oportunidad de pasar el segundo año de sus estudios trabajando en pueblos españoles de menos de 3.000 habitantes, ofreciéndoles alojamiento gratuito y dándoles 1.500 euros al mes.

Maite y Víctor trabajan en una granja en Cubel. Aunque la conexión a Internet es muy lenta, logran hacer sus estudios universitarios gracias a videoconferencias en móvil. Sin embargo, les cuesta encontrar el tiempo porque trabajan desde la mañana hasta la noche en la granja.

Maite espera trabajar como veterinaria en granjas en el campo. Víctor tiene otras intenciones. Quiere especializarse en animales domésticos.

Finish the sentences.

Write the correct letter in each box.

0 5**1**

The University of Zaragoza is offering their student vets...

A	a year abroad during their course.
B	paid job opportunities.
C	work placements in big cities.

[1 mark]**0 5****2**

Maite and Víctor have difficulty doing their university work because they...

A	cannot access the conferences.
B	do not have much free time.
C	have no Internet connection.

[1 mark]

0 5 . 3

In the future, neither Maite nor Víctor plan to work with...

A	farm animals.
B	pets.
C	wild animals.

☐

[1 mark]

3

Turn over for the next question

Turn over ►



0	6

Feedback from a volunteering project

Your Spanish friend, Marcos, took part in a volunteering project. You read his feedback questionnaire.

Cuestionario sobre el proyecto de voluntariado.

Haz este cuestionario sobre el proyecto de voluntariado.

Ejemplo: ¿Qué esperabas aprender?

- A Cómo trabajar en equipo.
- B Cómo ser responsable.
- ☒ C Cómo asistir a los menos afortunados.

1 ¿Qué trajiste a los ancianos que viven solos?

- A Medicamentos.
- B Las compras.
- ☒ C Cajas de comida.

2 ¿Qué fue lo más útil?

- A Apoyar a los niños refugiados.
- ☒ B Apoyar a los niños en sillas de ruedas.
- C Apoyar a los niños inmigrantes.

3 ¿Cómo era tu relación con los demás?

- ☒ A Mejor de lo que imaginaba.
- B Igual de lo que imaginaba.
- C Peor de lo que imaginaba.

4 ¿Te apetece trabajar para una organización benéfica en el extranjero?

- ☒ A Sí, mucho.
- B No estoy seguro.
- C No.



Answer the questions in **English**.

Example: According to the circled answer, why did Marcos get involved with the volunteering project?

He hoped to learn how to help less fortunate people.

0 6 . 1

According to the circled answer, how did Marcos contribute to the project?

[1 mark]

0 6 . 2

According to the circled answer, what did Marcos say about the activities on the project?

[1 mark]

0 6 . 3

According to the circled answer, how do you know that Marcos had a positive experience?

[1 mark]

0 6 . 4

According to the circled answer, what does Marcos say about his future?

[1 mark]

4

Turn over ►



07

Patria, a novel by Fernando Aramburu

You read this extract adapted from the novel.

La idea de ir a Zaragoza se le ocurrió a Xabier. El motivo de la excursión: la Real Sociedad jugaba un partido de fútbol contra el Real Zaragoza.

Xabier le dijo a su padre, Txato, que a su amigo le habían reorganizado las horas de trabajo y que no podía acompañarlo. Xabier dijo que no le gustaba viajar solo y que era una lástima* perder las dos entradas, que le habían costado mucho.

Txato dijo que le encantaría ir a un partido de la Real Sociedad, aunque los jugadores eran unos vagos.

Bittori, la madre de Nerea, decidió viajar a Zaragoza con ellos. ¿El fútbol? Le daba igual. Desde finales de año no había visto a su hija Nerea y quería ver su nuevo piso. Conocía el interior de su antiguo piso, que estaba bastante lejos de la universidad. Le pareció bien. Limpio y eso. Pero el de ahora todavía no lo había examinado.

*lástima – pity

Which statements are correct?

Write **A** if **only** statement **A** is correct.

B if **only** statement **B** is correct.

A+B if **both** statements **A** and **B** are correct.

07.1

A	Xabier invited his father to the football match because his friend could not go.
B	Xabier's friend had paid for the football tickets.

[1 mark]

07.2

A	Txato was keen to go to the football match.
B	Txato did not have a high opinion of the Real Sociedad footballers.

[1 mark]



0 7 . 3

A	Bittori was a keen football supporter.
B	Bittori wanted to see Nerea's new flat.

[1 mark]

0 7 . 4

A	Nerea's mother thought her daughter's old flat was dirty.
B	Nerea's old flat was quite a long way from the university.

[1 mark]

4

Turn over for the next question

Turn over ►



0 8

A typical day at the beach in Spain

You read Rosa's account of family visits to the beach.

Recuerdo los veranos cuando iba con mi familia a la playa. Llevábamos de todo: la pelota, la nevera, las toallas, la sombrilla... A mi madre no le importaba donde poner la sombrilla. La abría y la ponía.

Entonces mi madre nos aplicaba la crema solar. ¿Una crema normal? No, una de factor altísimo de ultra protección.

Diez minutos más tarde mi madre cogía lo que todas las madres españolas siempre traían a las playas en verano: la nevera. Cada familia española tenía una nevera igual, la azul y blanca.

Y de la nevera sacaba comida: lechuga, tortillas, chorizos, melón... Entonces teníamos que esperar un rato antes de bañarnos.

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 8 . 1

Rosa's mother chose carefully where to put up the sunshade on the beach.

[1 mark]

0 8 . 2

The sun cream had a very strong smell.

[1 mark]

0 8 . 3

Rosa's family's cool box was the same as everyone else's.

[1 mark]

0 8 . 4

Rosa went for a swim straight after her lunch.

[1 mark]

4



0 9

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 9 . 1

What do elderly people sometimes say about technology?

[1 mark]

0 9 . 2

What is special about the numbers on these new smartphones?

[1 mark]

0 9 . 3

What is the advantage of the battery on these new smartphones?

[1 mark]

3

Turn over ►



Section BQuestions and answers in **Spanish**Answer **all** questions in the spaces provided.**1 0****Problemas sociales**

Lees este blog de tu amiga catalana, Núria.

Hay personas que pasan frío y duermen fatal. No son felices y hay que ayudarles. Siempre están solos, y no tienen nada. Están sin trabajo, pidiendo dinero, pero nunca les damos lo que tenemos.

Por eso yo agradezco mi comida y mi casa. Tengo de todo y vivo genial. Yo soy afortunada y me lo paso fenomenal.

Núria

Escribe las letras correctas en las casillas.

1 0**1**

Según el blog, ¿qué problemas sufren las personas que Núria menciona?

A	Desempleo
B	Drogadicción
C	Racismo
D	Sueño

[2 marks]**1 0****2**

¿Cuáles son los aspectos positivos de la vida de Núria?

A	Amor
B	Formación
C	Hogar
D	Suerte

[2 marks]**4**

Turn over for the next question

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ANSWER IN THE SPACES PROVIDED**

Turn over ►



1 1

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 1 . 1

¿Cómo se sintió la madre cuando recibió las noticias?

A	Feliz
B	Sorprendida
C	Tranquila

[1 mark]

1 1 . 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 1 . 3 ¿Qué le da Ignacio a la madre?

A	Caramelos
B	Flores
C	Revistas

☐

[1 mark]

1 1 . 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 2**Unas plazas hispanas**

Lees este artículo sobre eventos históricos en unas plazas hispanas.

En mayo de 2011 un grupo de personas acampó en la Puerta del Sol en Madrid para protestar por la falta de empleo debido a la crisis económica.

Las Madres de la Plaza de Mayo en Argentina son un grupo de mujeres que desde 1977 todos los jueves hacen una marcha con fotos de sus hijos que desaparecieron durante la dictadura.

En la Plaza de Tres Culturas en México en 1968, año de los Juegos Olímpicos, tuvo lugar una rebelión de estudiantes socialistas pidiendo al gobierno más igualdad en el país.

Termina cada frase.

Escribe la letra correcta en cada casilla.

1 2**1**

La gente de la Puerta del Sol en Madrid estaba harta de...

A	las horas de trabajo abusivas.
B	la situación laboral.
C	los salarios bajos.

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

Las marchas de las Madres de la Plaza de Mayo en Argentina...

A	comenzaron en 1977.
B	ocurrieron antes de 1977.
C	pararon en 1977.

[1 mark]

1	2	3

En las protestas en la Plaza de Tres Culturas en México se quejaban de temas...

A	académicos.
B	deportivos.
C	políticos.

☐**[1 mark]**

3

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

1 3**Mi abuelo**

Completa el texto usando palabras de la lista.

Escribe la letra correcta en cada casilla.

A	a favor de
B	de moda
C	enfermo
D	en forma
E	equivocado

1 3 . 1

Mi relación con mi abuelo es genial. A mi abuelo le gusta que yo vaya a cuidarle cuando está .

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

Mi abuelo es socio de un club de piragüismo. Está muy ya que entrena mucho y no tiene sobrepeso.

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

Se dedica a combatir el calentamiento global. Está totalmente las ideas de grupos medioambientales.

[1 mark]**3**

1 4

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 4 . 1

En sus estudios, Fernando detesta...

[1 mark]

1 4 . 2

Fernando y sus amigos piensan que es necesario...

[1 mark]

1 4 . 3

A Fernando, le molestan los estudiantes maleducados porque no le es posible...

[1 mark]

1 4 . 4

Después del instituto, Fernando tiene la intención de...

[1 mark]

4

Turn over ►



Translation into **English**

Your Spanish exchange partner sends you this message.

Yo estaba escuchando un podcast sobre mi actor favorito y no sabía que él ganó su primer premio de cine con solo 9 años. El sábado va a salir en la tele para que sus aficionados puedan hacerle preguntas. Tendré que ver lo que dice. ¿Te gustaría ser famoso? No me interesa. Las redes sociales son a veces crueles.

[illegible]

9



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[illegible]

[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

H

Higher Tier Paper 4 Writing

Time allowed: 1 hour 20 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 **three** questions.
- You must answer **either** Question 1.1 **or** Question 1.2 **or** Question 1.3.
Only answer **one** of these questions.
- You must answer **either** Question 2.1 **or** Question 2.2 **or** Question 2.3.
Only answer **one** of these questions.
- You must answer Question 3.
- 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.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- In order to score the highest marks for Question 1.1/Question 1.2/Question 1.3, you must write something about each bullet point. You must use a variety of vocabulary and structures and include your opinions.
- In order to score the highest marks for Question 2.1/Question 2.2/Question 2.3, you must write something about both bullet points. You must use a variety of vocabulary and structures and include your opinions and reasons.

For Examiner's Use	
Question	Mark
1	
2	
3	
TOTAL	



You must **only** answer **one** of these questions.

0	1	.	1

[16 marks]

[illegible]

[illegible]

0 1 . 2 Tu amigo colombiano, Matías, quiere oír noticias de ti.

Menciona:

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

[16 marks]

[illegible]

[illegible]

0 1 . 3 Daniela, una amiga de Paraguay, te ha preguntado sobre tu colegio.

Menciona:

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

[16 marks]

[illegible]

[illegible]

IB/M/Jun22/8698/WH



You must **only** answer **one** of these questions.

0 2 . 1 Tu amigo español te ha preguntado sobre tus opiniones de los amigos y la familia.

Menciona:

- Escribe aproximadamente **150** palabras en **español**. Responde a los dos aspectos de la pregunta.

[32 marks]

[illegible]

[illegible]

[illegible]

[illegible]

IB/M/Jun22/8698/WH



0 2 . 2 Lees un blog que se llama ‘La felicidad hoy en día’.

- si crees que es necesario vivir en una ciudad grande para estar contento
- una ocasión en el pasado cuando ayudaste a otra persona.

[32 marks]

[illegible]

[illegible]

[illegible]

[illegible]

0 2 . 3 La revista digital de tu colegio quiere artículos con el título “Los jóvenes y la educación”.

- tus opiniones sobre los problemas que tienen los jóvenes en el colegio
- si te gustaría trabajar de aprendiz en el futuro.

Escribe aproximadamente **150** palabras en **español**. Responde a los dos aspectos de la pregunta.

[32 marks]

[illegible]

[illegible]

[illegible]

[illegible]

Turn over ►



Translate the following passage into **Spanish**.

[12 marks]

[illegible]

END OF QUESTIONS



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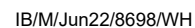
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GCSE
SPANISH
8698/RH

Paper 3 Reading Higher Tier

Mark scheme

June 2023

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**.
 - (c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.
 - (d) Where a question has more than one **section (eg (i) and (ii))**, a candidate may include as part of the answer to one section the information required to answer another section. Eg, in Listening, information required to answer section (ii) might be given as part of the answer to section (i). In such cases, credit should be given for having answered section (ii), provided that no incorrect answer has been given for that section in the correct place on the question paper.
2. In questions where students are asked to give for example a list of three items, only the first three items they write down should be considered for assessment purposes.
3. No mark scheme can cover all possible answers. When in doubt, look for the key idea.
4. Where a student has crossed out an answer and what was underneath remains legible then it should be marked. When part of an answer is crossed out, then only what remains should be considered.
5. .../.. means that these are acceptable alternative answers in the mark scheme. (.....) means that this information is not needed for full marks to be awarded.
6. In questions which are T/F/? or √/X/? in either Section A or Section B, a mix and match approach should be tolerated and credit given where it is clear and unambiguous (eg consistent use by the candidate). If candidates write 'True' instead of 'V' for Verdad in Section B, this should also be credited despite the wrong language being used.

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

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

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

Question	Accept	Mark
01.2	B (cycle paths.)	1

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

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

Question	Accept	Mark
02.1	B (Recycling)	1

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

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

Question	Accept	Mark
03.1	N (negative)	1

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

Question	Accept	Mark
03.3	P (positive)	1

Question	Accept	Mark
03.4	P (positive)	1

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

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

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

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

Question	Accept	Mark
05.1	B (Instagram)	1

Question	Accept	Mark
05.2	C (Snapchat)	1

Question	Accept	Mark
05.3	E (WhatsApp)	1

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

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

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

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

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

Question	Accept	Mark
07.2	T (true)	1

Question	Accept	Mark
07.3	F (false)	1

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

Question	Accept	Mark
08.1	F (understandable)	1

Question	Accept	Mark
08.2	D (strange)	1

Question	Accept	Mark
08.3	E (surprising)	1

Question	Accept	Mark
08.4	A (disappointing)	1

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

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

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

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

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

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

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

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

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

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

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

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

Question	Accept	Mark
13.1	A (advertir)	1

Question	Accept	Mark
13.2	E (ensuciar)	1

Question	Accept	Mark
13.3	C (combatir)	1

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

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

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

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

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

GCSE
SPANISH
8698/WH

Paper 4 Writing Higher Tier

Mark scheme

June 2023

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 Higher Tier:

	Content	Quality of language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	60

Higher Question 1/Foundation Question 4

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.

Higher Question 2

15 marks for Content + 12 marks for Range of language + 5 marks for Accuracy (32 marks in total).

Candidates write approximately 150 words in total about two different bullet points. Both 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, for Range of language and for Accuracy, according to the following criteria:

Content

Marks	Response
13–15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
10–12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
7–9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
4–6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1–3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be 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 must be ignored when awarding the mark for Content; however, as the bullet points are much more open-ended, there is scope for candidates to include information which is still relevant but not in direct response to a bullet point. For example, when addressing a bullet point requiring a response about a memorable holiday, candidates may refer to where they might go on a future holiday.

Any information which cannot be deemed at all relevant must be ignored when awarding the mark for Content.

As with the overlap question, you must accept, as an accomplishment of the task, any plausible response to a bullet point, even if an element such as time or place are missing.

- In order to score a mark of 13 or more for Content, both bullet points must be covered. However, there is no requirement for an equal coverage of both bullet points.
- A candidate who conveys information in relation to one bullet point only can score a **maximum** of 12 marks for Content.
- Provided at least some coverage of both bullet points is evident, candidates will have access to full marks where the other criteria are met.
- The bands refer to the amount of information that is conveyed, as follows:

13–15:	a lot
10–12:	a lot
7–9:	quite a lot
4–6:	some
1–3:	a limited amount

All of these have to be considered with reference to the recommended number of words, which is approximately 150. In other words, a candidate who writes approximately 150 words, clearly understandable and relevant to both bullet points, will be able to achieve 15 marks provided the other criteria are met. Conversely, a candidate may write much more than 150 words, but the language is so inaccurate that only a limited amount of information is conveyed successfully. If a candidate writes considerably fewer than 150 words, 'a lot of information' will not be conveyed.

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

10–15:	at least two opinions are expressed and justified
7–9:	at least two opinions are expressed
4–6:	at least one opinion is expressed

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 3. 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 or a justification of an opinion. A neutral or descriptive adjective is only classed as an opinion or a justification if it is preceded by something like 'I think that'. For example: 'I think that my town is big' (opinion); or a neutral adjective can be given as a justification of an opinion: 'I like my town because it is big' (opinion + justification).

- Once the correct band has been decided upon, the middle mark in the band will be given to a candidate whose writing fits the band well. If the band above was a consideration, then award the higher of the three marks; if the band below was a consideration, then award the lower of the three marks.

Range of language

Marks	Responses
10–12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
7–9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
4–6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1–3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	The range of 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 Range 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 Range of language and for Accuracy. A mark of 0 for Content automatically results in a mark of 0 for Range of language but, apart from that, the Content mark does not limit the Range of language mark. However, a short piece is unlikely to show sufficient variety for a high mark for Range of language.

- Each band has five strands: variety of vocabulary; variety of structures; complexity of sentences; fluency of the writing; style and register. For a mark of 12, there will be good evidence that the criteria for all five strands have been met comfortably. Sometimes it will be necessary to adopt a 'best fit' approach, because the five strands will not be consistently demonstrated. Once the correct band has been decided upon, the middle mark in the band will be given to a candidate whose writing fits the band well. If the band above was a consideration, then award the higher of the three marks; if the band below was a consideration, then award the lower of the three marks.
- There must be more complex sentences for the candidate to score 7 marks or more. For a mark in the 10–12 band, the complex sentences are produced confidently, with few errors in structure; for a mark in the 7–9 band, the attempts at complex sentences are **mostly** successful. Complex sentences may be formed in some of the following ways across the languages: use of subordinate clauses; use of relative clauses; use of infinitive constructions; the use of object pronouns within a sentence to lend greater fluency. 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.

Accuracy

Marks	Response
5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	The accuracy 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 Accuracy, even if some of it is irrelevant to the bullet points.

A mark of 0 for Content automatically results in a mark of 0 for Accuracy but, apart from that, the Content mark does not limit the Accuracy mark. However, a short piece is unlikely to show sufficient evidence for a very high mark for Accuracy.

- For the award of 5 marks, the writing need not be perfectly accurate. There may be errors in attempts at more complex language and the occasional minor error, but these will be infrequent. A minor error is one which has no bearing on communication (for example, incorrect gender), whereas a major error is one where communication is affected.
- For a piece of writing that contains a good number of errors, a useful starting point will be to decide whether overall it is more accurate than inaccurate. If it is, then the **minimum** mark will be 2.
- A major consideration in awarding marks for accuracy is correctly formed verbs and tense formations. All verbs and tense formations should be considered here but as there are only two bullet points in this question, only two time frames will be elicited. While some candidates will develop their ideas and, in so doing, use a third time frame and different tenses, there is not the same requirement as there is in Foundation Question 4/Higher Question 1 to refer to all three time frames.

Higher Question 3

6 marks for Conveying key messages + 6 marks for Application of grammatical knowledge of language and structures (12 marks in total).

Candidates translate into the target language a passage in English, totalling at least 50 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	Response
6	All key messages are conveyed.
5	Nearly all key messages are conveyed.
4	Most key messages are conveyed.
3	Some key messages are conveyed.
2	Few key messages are conveyed.
1	Very few key messages are conveyed.
0	The content does not meet the standard required for Level 1 at this tier.

The translation is divided into 13 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
13	6
11/12	5
8/9/10	4
5/6/7	3
3/4	2
1/2	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
6	Excellent knowledge of vocabulary and structures; virtually faultless.
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 just decided against it. This may then encourage you to give a mark of 4, 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.

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, 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 01.1 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 01.2 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 01.1	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 películas 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 01.2	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.

Question 02

For this question there are two compulsory bullet points, which are assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The maximum mark is 32. The student is expected to produce approximately 150 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[32 marks]**Content**

Level	Marks	Response
5	13–15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10–12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7–9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4–6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1–3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be 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 two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

Range of language

Level	Marks	Response
4	10–12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7–9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4–6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1–3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	0	The range of 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 Range of language. Apart from that, the Content mark does not limit the mark for Range of language.

Accuracy

Level	Marks	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The content does not meet the standard required for Level 1 at this tier.

General rule for this question:

- the use of an infinitive in place of a finite verb **is not acceptable** for conveying a message.

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 Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

Question 02.1 content

Bullet	Comments
lo bueno y lo malo de pasar las vacaciones en Inglaterra	There must be at least one good aspect and one bad aspect to fulfil the task.
una ocasión en el pasado cuando tuviste problemas con la tecnología.	Accept references to all types of technology, including television. There must be a clear reference to the past through the use of past tenses or through the present tense used as a past time frame (eg <i>Tengo problemas con mi portátil desde hace mucho tiempo...</i>). For the task to be accomplished, there must be at least: - two problems, eg <i>Mi computadora era muy lenta y mi móvil no funcionaba</i> or - one problem with two separate ideas, eg <i>compré un regalo online, pero alguien robó mis detalles personales.</i>

Question 02.2 content

Bullet	Comments
tus recomendaciones para estar contento en el colegio	For the task to be accomplished, there must be at least: - two recommendations, eg <i>Tienes que hacer tus deberes y deberías participar en los clubs del colegio</i> or - one recommendation with two separate ideas, eg <i>Tienes que hacer tus deberes porque así tendrás éxito en los exámenes.</i> Responses can be in the present tense. A recommendation may be accomplished by the student writing what he/she does to be happy in school <u>and why</u> eg, <i>Me encanta participar en actividades extraescolares porque es una buena manera de conocer mejor a mis profesores.</i>
qué ambiciones tienes para el futuro.	There must be a clear reference to the future through the use of future/immediate future tenses or through the present tense used as a future time frame (eg <i>Después de terminar el colegio, quiero ir a la universidad.</i>) For the task to be accomplished, there must be at least: - two ambitions, eg <i>Quiero vivir en Londres y voy a trabajar en un banco.</i> or - one ambition with two separate ideas, eg <i>Pienso vivir en los Estados Unidos porque hay muchas oportunidades allí.</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 02.1	This is a possible response (indicative content): No me gusta nada cuando pasamos las vacaciones en Inglaterra. Aquí llueve mucho, cuesta mucho visitar atracciones y todo es un poco aburrido. Prefiero explorar países extranjeros donde la cultura es muy diferente y te lo puedes pasar bien con buen tiempo y nuevas experiencias. Una ventaja de quedarse en Inglaterra es que no hay que viajar en avión. Así es mejor para el medio ambiente. Algunos se quejan de la comida rara y del calor insoportable en el extranjero, o porque no entienden el idioma, pero no estoy de acuerdo. En general, tengo pocos problemas con la tecnología, pero tuve que comprar un nuevo móvil recientemente porque el antiguo era viejo y no tenía suficiente memoria. Además, el mes pasado, perdimos nuestra conexión a Internet y mi padre no pudo repararla. Compramos un nuevo router, pero todavía teníamos problemas. Finalmente vino un técnico y ahora tenemos una velocidad estupenda. (150 words) [32 marks]
or	Question 02.2	This is a possible response (indicative content): Es verdad que hay mucha presión en el colegio a causa de tantos exámenes importantes, pero hay que ser positivo. Parece que los profesores son severos y nos ponen mucho trabajo, pero en realidad nos apoyan mucho y quieren que tengamos éxito. Vale la pena charlar con tus profes si tienes ansiedad. Los amigos también pueden ayudar. A veces es mejor repasar los apuntes con un grupo de amigos y, después de estudiar, podéis hacer algo para relajarnos porque eso también es importante. Es muy recomendable practicar un deporte. Todavía no he decidido si seguiré estudiando o si buscaré trabajo después de terminar el colegio. Me gusta la idea de ir a la universidad, pero cuesta demasiado y con un empleo se puede empezar a ganar dinero y tener un poco de independencia. Espero con ilusión sacar buenas notas en estos exámenes y después hablaré sobre las opciones con mis padres. (151 words) [32 marks]

Question 03

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks) as specified in the criteria below. The maximum mark is 12. When awarding the marks the student's response across the passage should be considered as a whole.

[12 marks]**Conveying key messages**

Level	Marks	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Application of grammatical knowledge of language and structures

Level	Marks	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
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 13 key messages (see below). As a 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	There are two (-) students	Hay dos estudiantes / alumnos	personas hombres Hay es / son / es
2	(new) in my class	nuevos en mi clase (<i>accept</i> nuevos <i>before or after the noun</i>)	nueve
3	and I get on best	y (me) llevo mejor / (me) relaciono mejor / <u>me</u> entiendo mejor	y me llevo (muy) bien me llevo mayor
4	with a boy who	con un chico / niño <u>que</u> / <u>quien</u> (con un chico / niño llamado Lucas <i>for ticks 4 and 5</i>)	<i>Omission of</i> que/quien
5	is called Lucas.	se llama Lucas.	
6	He is going to live in the countryside	Va (a) vivir / Vivirá en el campo	
7	where they do a lot	donde hacen mucho	hace <i>Use of</i> muchos/muchas
8	to protect	<u>para</u> proteger / ayudar / cuidar	proteger / ayudar / cuidar <i>alone</i>
9	the environment. Yesterday,	el medio ambiente / medioambiente. Ayer,	el ambiente (<i>without</i> medio)
10	we went to pick up	fuimos a (re)coger / (re)cogimos (fuimos al parque <u>para/a</u> (re)coger basura <i>for ticks 10 and 11</i>)	
11	rubbish in the park.	basura / desperdicios en el parque.	parke
12	We were lucky	Tuvimos / teníamos suerte	
13	because it did not rain.	porque no llovió / llovía / estuvo lloviendo / estaba lloviendo.	

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
13	6
11/12	5
8/9/10	4
5/6/7	3
3/4	2
1/2	1
0	0

Indicative content

The following indicative content is an example of a response which would be awarded full marks.

Hay dos alumnos nuevos en mi clase y me llevo mejor con un chico que se llama Lucas. Va a vivir en el campo donde hacen mucho para proteger el medio ambiente. Ayer, fuimos a recoger basura en el parque. Tuvimos suerte porque no llovió.

Other reasonable alternative translations will also be accepted.

Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE SPANISH

Higher Tier Paper 3 Reading

H

Tuesday 6 June 2023

Morning

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.
- 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 H 0 1

Section AQuestions and answers in **English**Answer **all** questions in the spaces provided.**0 1****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 1**1**

The mayor...

A	lives with his children.
B	was born on the coast.
C	has always lived in Oviedo.

[1 mark]

0 1 . 2 The mayor thinks that the city needs more...

A	car parks on the outskirts.
B	cycle paths.
C	pedestrian areas.

☐

[1 mark]

0 1 . 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 1 . 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 2

Environmental issues

Your friend sends you this article about environmental issues in Puerto Rico.

En Puerto Rico la calidad de aire en general es buena y el agua fresca es sana. Debemos mejorar el reciclaje porque no hemos solucionado este problema.

Los huracanes recientes nos han mostrado la importancia de proteger las costas. En este momento en algunas de nuestras playas el mar no está en condiciones para bañarse porque recibe aguas residuales de zonas rurales. Los turistas no van porque es muy desagradable estar allí.

En Puerto Rico tenemos gran cantidad de agua de lluvia, pero el problema es que llueve mucho en las partes este y norte de la isla, pero no tanto en el sur y el oeste. A veces, en estas partes de la isla sufrimos grandes sequías y tenemos que racionar el agua.

Answer the questions.

Write the correct letter in each box.

0 2

1

What aspect of the environment is Puerto Rico **not** improving?

A	Air quality
B	Recycling
C	Fresh water

[1 mark]

0 2

2

Why are some of the beaches in Puerto Rico **not** recommended at present?

A	The sea is polluted.
B	A hurricane is expected.
C	They are overcrowded.

[1 mark]



0	2	.	3

What does the article say about rain in Puerto Rico?

A	Rainfall is the same all over the island.
B	It rains more in the east and the north of the island.
C	The lack of rain causes droughts all over the island.

[1 mark]

—
3

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

0 3

Holidays

You are planning a holiday and read some online reviews of a campsite.

Unos gamberros de la caravana de enfrente estropearon nuestras vacaciones con sus botellones a todas horas de la noche. Fue asqueroso.

Jorge y Maite

Mi marido y yo pensamos que la piscina estaba demasiado concurrida. Los niños ni se dieron cuenta. Lo pasaron de maravilla y lloraron cuando tuvieron que salirse.

La familia Gómez

El gerente de este camping ha sido muy atento. Nos apetecería volver el próximo verano. No tenemos ninguna queja.

Rosa y Carmen

Vimos unas actuaciones y funciones muy profesionales. No decepcionaron en nada. Enhorabuena a todos.

María y Ana

What do these people think about the campsite?

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

N for a **negative** opinion.

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

0 3 . 1

Jorge y Maite

[1 mark]

0 3 . 2

La familia Gómez

[1 mark]

0 3 . 3

Rosa y Carmen

[1 mark]

0 3 . 4

María y Ana

[1 mark]

4



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 4

Rozalén

You read this article about a Spanish singer called Rozalén.

Rozalén es una de las principales cantantes españolas. Su último álbum ha alcanzado el número 1 de los discos más vendidos en España. Además, hace poco tiempo recibió un premio por la mejor canción para una película.

Su padre era sacerdote*, pero dejó la Iglesia cuando se enamoró de la madre de Rozalén. Rozalén estudió psicología en la universidad porque su padre estaba muy seguro que el camino futuro de su hija no debía ir por el mundo de música. Él no deseaba ver a su hija fracasar.

Después de sus estudios, Rozalén empezó a escribir música y ahora es una de las artistas de mayor éxito en directo. Además, trabaja con ONGs y dona gran parte de su dinero a obras benéficas, sobre todo para proteger a los niños maltratados.

En sus conciertos, está acompañada por un intérprete de lengua de signos. De esta manera, presenta unos espectáculos muy inclusivos.

*sacerdote – priest

Answer the questions in **English**.

0 4 . 1

What **exactly** has Rozalén won her most recent award for?

[1 mark]

0 4 . 2

Why did Rozalén's father **not** want her to work in the music industry?

[1 mark]



0 4 . 3

Who **exactly** benefits most from the money that Rozalén donates to charity?

[1 mark]

0 4 . 4

How does Rozalén make her concerts inclusive?

[1 mark]

4

Turn over for the next question

Turn over ►



0 5**Social media**

Your Spanish friend sends you this article about social media in Spain.

El 99% de los jóvenes españoles entre 16 y 19 años tiene WhatsApp y el 97% lo usa cada día. Es sin duda su principal aplicación de comunicación en el móvil. La segunda aplicación de comunicación preferida es Instagram: el 87% de los jóvenes españoles lo utiliza, sobre todo las chicas.

Parecía que Snapchat iba a ser la aplicación de comunicación más usada de los jóvenes, pero de momento en España no tiene mucha popularidad: solo la mitad de los jóvenes lo usa. Twitter tiene aun menos usuarios frecuentes. Lo mismo se puede decir de Facebook.

Con respecto a regular la seguridad de los datos personales, la gente piensa que WhatsApp es mejor que Facebook. También dicen que Twitter sigue con problemas en este aspecto.

Complete the sentences.

Write the correct letter in each box.

A	Facebook
B	Instagram
C	Snapchat
D	Twitter
E	WhatsApp

0 5 . 1

is mostly used by girls.

[1 mark]**0 5 . 2**

is not as popular as predicted in Spain.

[1 mark]**0 5 . 3**

People think that

has the best privacy controls.

[1 mark]**3**

Turn over for the next question

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ANSWER IN THE SPACES PROVIDED**

Turn over ►



0 6

Half marathon entry form

Your Spanish friend, Marcos, wants to take part in a half marathon. You read his entry form.

Media maratón de Segovia

Rellene este formulario para la media maratón de Segovia.

Ejemplo: ¿Tiene algún problema de salud?

- A Sí.
- ☒ B No.
- C Prefiere no decir.

1 ¿Por qué toma parte?

- A Para divertirse.
- ☒ B Para medir su condición física.
- C Para conocer la ciudad.

2 ¿Cuántas veces ha hecho una media maratón?

- ☒ A Más de una vez.
- B Una vez.
- C Nunca.

3 ¿Para quién recoge dinero?

- A Personas sin techo.
- B Niños hambrientos.
- ☒ C Víctimas de inundaciones.

4 ¿A quién llamamos en caso de accidente?

- A Su amigo.
- B Su pareja.
- ☒ C Su vecino.



Answer the questions in **English**.

Example: From his answer, how do you know that Marcos is fit to run?

He has no health problems.

0 6 . 1 From his answer, how do you know that Marcos is health conscious?

[1 mark]

0 6 . 2 From his answer, how do you know that Marcos has some experience as a half marathon runner?

[1 mark]

0 6 . 3 From his answer, how do you know that Marcos is running for charity?

[1 mark]

0 6 . 4 From his answer, what will happen if Marcos has an accident during the race?

[1 mark]

4

Turn over for the next question

Turn over ►



0 7

Yerma, a play by Federico García Lorca

You read this extract from the play.

Yerma is talking to her husband, Juan.

YERMA	¿No tomas un vaso de leche?
JUAN	¿Para qué?
YERMA	Trabajas mucho, y no tienes tú el cuerpo lo bastante fuerte como para hacer el trabajo.
JUAN	Cuando los hombres se quedan delgados se ponen fuertes como el acero*.
YERMA	Pero tú no. Cuando nos casamos eras otro. Ahora tienes la cara blanca como si no te diera el sol. A mí me gustaría que fueras al río y nadaras, que salieras al jardín cuando llueve. Llevamos veinticuatro años casados, y tú cada vez más triste, más delgado.

*el acero – steel

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 7 . 1

Juan does not like milk.

[1 mark]

0 7 . 2

Yerma is worried about Juan's health.

[1 mark]

0 7 . 3

Yerma would like Juan to stop swimming in the river.

[1 mark]

0 7 . 4

Juan sits in the garden when it is sunny.

[1 mark]

4



Turn over for the next question

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ANSWER IN THE SPACES PROVIDED**

Turn over ►



0 8**Holidays**

You read the results of a survey about young Spaniards and their holidays.

Es comprensible que el 75% de los jóvenes españoles diga que prefiere diseñar sus propias vacaciones en comparación con un 6% que prefiere los viajes organizados por agencias de viajes.

El 60% considera a su grupo de amigos como la mejor compañía para viajar. Un 17% viajaría con la familia y un 16%, con la pareja. Lo raro es que solo un 4% prefiere viajar solo.

La gran sorpresa es que a la hora de elegir adonde ir de vacaciones, los jóvenes no toman mucha nota de las redes sociales.

El 65% piensa que se deberían limitar los viajes para proteger el medioambiente, pero es decepcionante que a los jóvenes españoles no les preocupen los efectos contaminantes de los vuelos.

Finish the sentences according to the results of the survey.

Write the correct letter in each box.

A	disappointing
B	lucky
C	sensible
D	strange
E	surprising
F	understandable

0 8 . 1

The fact that most young Spaniards prefer to design their own holidays

is .

[1 mark]**0 8 . 2**

The fact that so few young Spaniards like travelling alone is .

[1 mark]

08.3

The fact that social media does not influence where young Spaniards go
on holiday is .

[1 mark]

08.4

The fact that young Spaniards are not bothered about flying less to protect
the environment is .

[1 mark]

4

Turn over for the next question

Turn over ►



0 9

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 9 . 1

Why is the vitamin C in kiwi fruit good for you?

[1 mark]

0 9 . 2

What could eating lots of vegetables help you to do?

[1 mark]

0 9 . 3

Why is tuna fish good for your health?

[1 mark]

3



Turn over for Section B

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ANSWER IN THE SPACES PROVIDED**

Turn over ►



Section BQuestions and answers in **Spanish**Answer **all** questions in the spaces provided.

1	0

Los sin techo

Lees este artículo en una revista.

El Día Europeo de los sin techo**Observaciones sobre los sin techo**

Ser una persona sin techo no significa ser vago o criminal, o estar loco. En realidad, cualquier persona podría terminar viviendo en las calles. Se estima que en toda Europa hay más de 400.000 personas sin techo y el objetivo es que todos consigan un hogar. Lo verdaderamente triste es que en muchos países hay cientos de hogares nuevos donde no vive nadie. Muchas de las personas sin techo no tienen empleo, porque simplemente no tienen acceso a alimentación y medicinas adecuadas, y por eso no son lo suficientemente fuertes para trabajar.

¿Qué hacer para celebrar ese día?

Una acción bonita sería llevarle un abrigo o un plato caliente a una persona sin hogar, pero ayudarías mucho más dando dinero a una causa que les ofrezca ayuda, tanto médica como social. Además, subir fotos y mensajes a Instagram, WhatsApp y Facebook es lo más importante para publicar detalles sobre el Día Europeo de los sin techo.



Contesta a las preguntas.

Escribe las letras correctas en las casillas.

1 0 . 1

Según el artículo, ¿cuáles son las **dos** observaciones verdaderas sobre las personas sin techo?

A	Los sin techo son personas perezosas.
B	Todos podríamos perder nuestro hogar.
C	Hay una falta de casas vacías en muchos países.
D	Muchos de los sin techo no pueden trabajar porque están demasiado débiles.

[2 marks]

1 0 . 2

Según el artículo, ¿cuáles son las **dos** mejores maneras de celebrar ese día?

A	Darle ropa y comida caliente a una persona sin hogar.
B	Darle medicinas a una persona sin hogar.
C	Donar a una organización que apoya a los sin techo.
D	Colgar información sobre el día.

[2 marks]

4

Turn over for the next question

Turn over ►



1 1

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 1 . 1

A	A Greta le interesan igualmente todas las cosas que estudia.
B	A Greta le gusta mucho estudiar.

[1 mark]

1 1 . 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 1 . 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]

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1 1 . 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 2**Un programa de cocina**

Lees esta información sobre los participantes en un programa de cocina.

A Miguel le gusta pasar por el mercado de camino a casa, comprar un par de cosas que le apetecen y al entrar en casa, tener la cena en la mesa en cuestión de minutos. Pero a menudo se olvida de algunos ingredientes.

A Tomás le es imposible relajarse si la comida no está preparada veinticuatro horas antes de servirla. Cocina todo lo que puede para que no haya nada que hacer cuando llegue la hora de comer.

Para Ricardo, cocinar tiene que ser sencillo, relajante y divertido. Hace sus propias tapas y dice que sus platos son mejores que los que sirven en los restaurantes de lujo.

¿Qué tipo de cocinero es cada uno de los participantes?

Escribe la letra correcta en cada casilla.

A	Cree que la cocina es fácil y entretenida.
B	Es un cocinero súper organizado.
C	Lo hace todo con prisa.
D	Prefiere comer en restaurantes.
E	Se siente intimidado cuando cocina.

1 2 . 1

Miguel

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

Tomás

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

Ricardo

[1 mark]**3**

1 3**Mi instituto**

Completa el texto usando palabras de la lista.

Escribe la letra correcta en cada casilla.

A	advertir
B	agotar
C	combatir
D	cometer
E	ensuciar

1 3 . 1

Tristemente, muchos jóvenes siguen fumando. Por eso en los pasillos de mi instituto hay avisos para a los estudiantes sobre los peligros del tabaquismo.

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

En el patio hay anuncios que nos recuerdan que tiremos los envases en los contenedores de reciclaje. Es importante no los espacios verdes con nuestros desperdicios.

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

Los profesores no toleran a los estudiantes que hacen daño o amenazan a otros. Dan castigos rigurosos a los agresores. Con estas medidas han conseguido la intimidación.

[1 mark]

3

Turn over for the next question

Turn over ►



1 4

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 4 . 1

¿Cuándo fueron unos habitantes a buscar agua?

[1 mark]

1 4 . 2

En lugar de agua, ¿qué encontraron los habitantes?

[1 mark]

1 4 . 3

¿Qué pasó con las personas enfermas?

[1 mark]

1 4 . 4

¿Cómo es el ambiente al final del festival?

[1 mark]

4



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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Candidate number

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE SPANISH

H

Higher Tier Paper 4 Writing

Tuesday 13 June 2023

Afternoon

Time allowed: 1 hour 15 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 **three** questions.
- You must answer **either** Question 1.1 **or** Question 1.2.
Do **not** answer both of these questions.
- You must answer **either** Question 2.1 **or** Question 2.2.
Do **not** answer both of these questions.
- You must answer Question 3.
- 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.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- In order to score the highest marks for Question 1.1/Question 1.2, you must write something about each bullet point. You must use a variety of vocabulary and structures and include your opinions.
- In order to score the highest marks for Question 2.1/Question 2.2, you must write something about both bullet points. You must use a variety of vocabulary and structures and include your opinions and reasons.

For Examiner's Use	
Question	Mark
1	
2	
3	
TOTAL	



J U N 2 3 8 6 9 8 W H 0 1

IB/M/Jun23/E5

8698/WH

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

0	1	.	1

[16 marks]

[illegible]

[illegible]

*Do not write
outside the
box*

or

0 1 . 2

Tienes una nueva amiga peruana, Luz. Te ha mandado algunas preguntas para conocerte mejor.

Escríbele un email.

Menciona:

- qué hiciste recientemente para mantenerte en forma
- si prefieres pasar tiempo con muchos amigos o con un amigo especial
- tu opinión sobre el Internet
- qué vas a hacer en el futuro para ayudar a otras personas.

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

[16 marks]

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.

[illegible]

Turn over ►



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

0	2	.	1

[32 marks]

[illegible]

[illegible]

[illegible]

[illegible]

0	2	.	2

[32 marks]

[illegible]

[illegible]

IB/M/Jun23/8698/WH



[illegible]

[illegible]

There are two new students in my class and I get on best with a boy who is called Lucas. He is going to live in the countryside where they do a lot to protect the environment. Yesterday, we went to pick up rubbish in the park. We were lucky because it did not rain.

[illegible]

END OF QUESTIONS



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2 0



2 3 6 G 8 6 9 8 / W H

IB/M/Jun23/8698/WH

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Candidate signature

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GCSE SPANISH

H

Higher Tier Paper 1 Listening

Time allowed: 45 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.
 - 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 50.
- 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	
4–8	
9–10	
11	
12–13	
14	
15–17	
18–19	
20	
21–22	
23–24	
25–26	
27–28	
TOTAL	



J U N 2 2 8 6 9 8 L H 0 1

Section AQuestions and answers in **English**Answer **all** questions in the spaces provided.**0 1****In the supermarket**

You hear this announcement while shopping in a Spanish supermarket in December.

What does the announcement mention?

A	Cashier needed at the tills
B	Charity of the year
C	Christmas opening hours
D	January sales
E	Job vacancies
F	Today's special offers

Write the correct letters in the boxes.

[3 marks]**3**

An interview with an actor

You are listening to an interview in which a famous actor describes a Colombian director she once worked with.

Which statements about the director are correct?

Write **A** if **only** statement A is correct.

B if **only** statement B is correct.

A+B if **both** statements are correct.

Answer **both** parts of the question.

0 2 . 1

A	He was confident.
B	He was demanding.

[1 mark]

0 2 . 2

A	The cast found him easy to get to know.
B	The cast respected him professionally.

[1 mark]

Answer **both** parts of the question.

0 3 . 1

A	He was bald.
B	He had a beard.

[1 mark]

0 3 . 2

A	He had poor eyesight.
B	He wore thick glasses.

[1 mark]

4

Turn over ►



In the news

You are listening to the news headlines on a local Spanish radio station.

Match the correct summary to each item of news.

Write the correct letter in each box.

A	Children's behaviour linked to what they drink
B	Government thanks public for help
C	Hundreds hit by devastating storms
D	Increased tax on fizzy drinks
E	Many young workers are overqualified
F	Universities report shortage of teachers
G	Volunteers are needed
H	Weather wipes out crops

0	4

[1 mark]

0	5

[1 mark]

0	6

[1 mark]

0	7

[1 mark]

0	8

[1 mark]

5



A TV soap episode

You are watching a TV soap and listening to the summary of recent events.

What **exactly** do we learn about the following characters?

Answer both parts of the question in **English**.

0 9 . 1

Carlos

[1 mark]

0 9 . 2

Elena

[1 mark]

What **exactly** do we learn about the following characters?

Answer both parts of the question in **English**.

1 0 . 1

Ana and José Luis

[1 mark]

1 0 . 2

Roberto

[1 mark]

Complete the sentence.

Write the correct letter in the box.

1 0 . 3

Luisa...

A	withdrew all her savings and disappeared.
B	had her savings stolen.
C	lost a lot of money gaming online.

[1 mark]

5

Turn over ►



A trip to the cinema

Your Spanish friend is telling you about a recent trip to the cinema to see an Argentinian film.

Write the correct letters in the boxes.

Answer **both** parts of the question.

A	Acting
B	Cost of ticket
C	Ending
D	Plot
E	Soundtrack
F	Special effects

1 1 . 1

What were the good points?

[2 marks]

1 1 . 2

What were the bad points?

[2 marks]

4



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	2

What **exactly** are the boys going to make posters about?

[1 mark]

1	3

What **exactly** are the girls going to make a video about?

[1 mark]

—
2

Turn over for the next question

Turn over ►



A coach trip in Valencia

You are listening to the tour guide on the coach. What does he tell you about these aspects?

Answer **all** parts of the question.

Write the correct letter in each box.

1 4 . 1 What you can see from the window

A	Orange trees
B	Rice fields
C	Vegetable farms

[1 mark]

1 4 . 2 The coast

A	You can see the sea on the left.
B	Valencia has a long coastline.
C	The sea is 100 km away.

[1 mark]

1 4 . 3 Souvenirs from the area

A	Leather goods are a regional speciality.
B	Village workshops make pottery.
C	Fans are made locally.

[1 mark]

1 4 . 4 A regional speciality, 'hervido'

A	It is a vegetarian dish.
B	It is a fish soup.
C	It is a meat stew.

[1 mark]

4



Applying for a job

Your Spanish friend, Lucía, phones you with her news.

Answer in **English**.

1	5

What did Lucía do last week in order to get a job?

[1 mark]

1	6

What did Lucía do yesterday?

[1 mark]

1	7

How will they let her know whether she has got the job?

[1 mark]

—
3

Turn over for the next question

Turn over ►



A conversation

You are listening to your Spanish friend, Alejandro, who is talking to his mother.

Answer both parts of the question in **English**.

1	8	1

How does Alejandro feel and why?

[1 mark]

1	8	2

What does he have to do today and when?

[1 mark]

Answer both parts of the question in **English**.

1	9	1

What **exactly** does Alejandro's mother suggest?

[1 mark]

1	9	2

What will happen if Alejandro does what his mother says?

[1 mark]

4



Social media

You are discussing social media with your Spanish friend, Jaime.

Answer **both** parts of the question.

Write the correct letter in each box.

2 0 . 1 How have social media helped his mother?

A	They allowed her to keep in touch with her former pupils.
B	They have brought together a group of old friends.
C	They have helped her contact long-lost relatives.

[1 mark]

2 0 . 2 How does Jaime's art teacher use social media?

A	To upload the students' artwork onto a web page
B	To enable the class to work on joint projects
C	To post useful recommendations

[1 mark]

2

Turn over for the next question

Turn over ►



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**.

2	1

 .

1

 Why must you **not** use your mobile in the park?

[1 mark]

2	1

 .

2

 What else does the guide tell you **not** to do?

[1 mark]

2	2

 What **two** things must you **not** do if you stay to eat in the park?

[2 marks]

1

2

4



Section BQuestions and answers in **Spanish**Answer **all** questions in the spaces provided.**Las costumbres**

Tu amigo Rodrigo está hablando de algunas costumbres españolas.

¿Qué opina Rodrigo de estas costumbres?

Escribe **P** si la opinión es **positiva**.**N** si la opinión es **negativa**.**P+N** si la opinión es **positiva y negativa**.**2 3**

¿Cuál es la opinión de Rodrigo sobre la Semana Santa?

[1 mark]**2 4**

¿Cuál es la opinión de Rodrigo sobre las corridas de toros?

[1 mark]**2****Turn over for the next question****Turn over ►**

Una excursión a Ronda

Estás escuchando la conversación entre una familia y el empleado de una agencia de viajes.

Completa las frases en **español**.

2	5

Los **dos** tipos de transporte recomendados para la familia son...

[2 marks]

1 _____

2 _____

2	6

Los **dos** sitios de interés recomendados para la familia hoy son...

[2 marks]

1 _____

2 _____

—
4



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	7

.

1

 Clases de guitarra [1 mark]

2	7

.

2

 Aprender vocabulario [1 mark]

Responde a las dos partes de la pregunta.

2	8

.

1

 Estudiar religión [1 mark]

2	8

.

2

 Jugar al baloncesto [1 mark]

4

END OF QUESTIONS



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Candidate number

Surname

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Candidate signature

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GCSE SPANISH

H

Higher Tier Paper 1 Listening

Tuesday 6 June 2023

Morning

Time allowed: 45 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.
 - 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 50.
- 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	
3–7	
8–9	
10–11	
12–13	
14	
15–17	
18–19	
20–21	
22–23	
24–25	
26–27	
28–29	
TOTAL	



J U N 2 3 8 6 9 8 L H 0 1

Section AQuestions and answers in **English**Answer **all** questions in the spaces provided.**0 1****On the train**

You hear this announcement.

What three things does the train manager announce?

A	Apologies for the delay
B	Keep tickets during the journey
C	No smoking on the train
D	The next place the train stops at
E	Snack shop opens after the next stop
F	Where the toilets are

Write the correct letters in the boxes.

[3 marks]**3**

A school trip

Your Spanish friend is telling you about the places she visited during a recent school trip.

Write the correct letters in the boxes.

Answer **both** parts of the question.

A	Bowling alley
B	Mosque
C	Museum
D	Port
E	Shopping centre
F	Theme park

0 2 . 1

Which visits did she enjoy?

[2 marks]

0 2 . 2

Which visits did she **not** enjoy?

[2 marks]

4

Turn over for the next question

Turn over ►



Breakfast TV in Spain

You are listening to the presenters who announce what is on today's show.

Which items are on the show?

A	A romantic proposal in public
B	Bodybuilders addicted to the gym
C	Deprived urban area
D	Healthy cooking tips
E	Interview with a musician
F	Keep-fit for senior citizens
G	Live music performance
H	Spectators hurt during Sevilla parade
I	The wedding of a famous footballer

Write the correct letter in each box.

0	3

[1 mark]

0	4

[1 mark]

0	5

[1 mark]

0	6

[1 mark]

0	7

[1 mark]

5



Phone messages

You listen to voicemail messages from your Spanish friends.

Complete the sentences in **English**.

0	8

Miguel wishes you

_____.

[1 mark]

0	9

Luisa wants to know what will happen if

_____.

[1 mark]

2

Turn over for the next question

Turn over ►



A TV drama

You are watching a Spanish TV series. In this episode, Susana and her workmate, Lucas, are talking in the office.

Which statements are correct?

Write **A** if only statement **A** is correct.

B if only statement **B** is correct.

A+B if both statements **A** and **B** are correct.

Answer **both** parts of the question.

1 0 . 1

Susana ...

A	is receiving a present.
B	is leaving her job.

[1 mark]

1 0 . 2

Susana ...

A	appreciates Lucas.
B	criticises the company.

[1 mark]

Answer **both** parts of the question.

1 1 . 1

Lucas ...

A	approves of Susana's actions.
B	is planning to change jobs.

[1 mark]

1 1 . 2

Lucas says that the employees ...

A	feel bullied.
B	are considering going on strike.

[1 mark]

4



In the computer shop

You overhear a woman talking to the employee about a problem with her laptop.

Answer **all** parts of the question in **English**.

1 2 . 1

How **exactly** did her laptop break?

[1 mark]

1 2 . 2

What issue does she say she has as a result?

Write the correct letter in the box.

A	She cannot open her emails.
B	She cannot access her files.
C	She cannot meet her deadline.

[1 mark]

1 2 . 3

What **exactly** has the woman been designing?

[1 mark]

Answer **both** parts of the question in **English**.

1 3 . 1

What does the employee say they will have to do to repair the laptop?

Write the correct letter in the box.

A	Send off for spare parts.
B	Send for their technician to run some tests.
C	Send it to their workshop.

[1 mark]

1 3 . 2

Why does he apologise about the repair?

[1 mark]

5

Turn over ►



Careers day

You are with your Spanish friend during Careers Day at his school. You listen to the head teacher talking.

Answer **all** parts of the question.

1 4 . 1 What have they cancelled?

A	All lessons
B	Sports lessons
C	Science classes

[1 mark]

1 4 . 2 What can you find out about in the school hall?

A	Degree courses
B	Choices at 16
C	Part-time jobs

[1 mark]

1 4 . 3 What is the presentation in classroom B5?

A	Careers in law
B	Life at university
C	Students' finance

[1 mark]

1 4 . 4 What can you learn about on the field outside?

A	The building profession
B	Careers in sport
C	Landscape gardening

[1 mark]

4



A film festival

Your Spanish friend is telling you about the film festival in her town.

Answer the questions in **English**.

1	5

What date does the film festival start?

[1 mark]

1	6

Where can you watch the films?

[1 mark]

1	7

What **exactly** is included with every ticket?

[1 mark]

3

Turn over for the next question

Turn over ►



Voluntary work in Peru

While in Spain, you attend a presentation about voluntary work in Peru.

1 8

If you volunteer to do conservation work, **exactly** what activities will you help with?

Complete the activities in **English**.

[2 marks]

1 Observing _____.

2 Improving _____.

Answer **both** parts of the question in **English**.

1 9. 1

Which areas are in need of clean water?

[1 mark]

1 9. 2

If participants are under 18, what **exactly** will parents need to provide?

[1 mark]

—
4



Life at school

You are listening to two Spanish students while at school with your exchange partner.

Write the correct letter in each box.

2	0

How does Rosa feel about her studies?

A	Delighted
B	Disappointed
C	Unconcerned

[1 mark]

2	1

How does Miguel feel about his classmate?

A	Annoyed
B	Happy
C	Worried

[1 mark]

2

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**.

2	2

Costa Rica has many projects to

_____.

For example, there are campaigns to

_____.

[2 marks]

2	3

In the capital, San José, January and February are the months when

there is

and April is

_____.

[2 marks]

—
4



Section BQuestions and answers in **Spanish**Answer **all** questions in the spaces provided.**Un día de fiesta**

Tu amigo explica qué pasa el lunes.

Completa las frases en **español**.

2	4

Los dos sitios que puedes visitar el lunes son:

[2 marks]

1 _____

2 _____

2	5

En estos sitios es posible comprar _____

y _____.

[2 marks]

4

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

Turismo

Escuchas un programa de radio. Dos personas están hablando de las vacaciones.

¿Qué opiniones expresan las personas de estos aspectos?

Escribe **P** si la opinión es **positiva**.

N si la opinión es **negativa**.

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

2	6

Sus vacaciones en el campo

[1 mark]

2	7

Sus vacaciones en la costa

[1 mark]

—
2



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 8 . 1

Jugar a los videojuegos

☐

[1 mark]

2 8 . 2

Mandar un mensaje a su abuelo

☐

[1 mark]

Responde a las dos partes de la pregunta.

2 9 . 1

Ayudar con el correo electrónico

☐

[1 mark]

2 9 . 2

Ir de compras

☐

[1 mark]

4

END OF QUESTIONS



There are no questions printed on this page

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outside the
box*

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



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There are no questions printed on this page

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ANSWER IN THE SPACES PROVIDED**

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IB/M/Jun23/8698/LH

GCSE SPANISH

H

Higher Tier

Paper 1 Listening Test Transcript

Tuesday 6 June 2023

Morning

Time allowed: 45 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	M2	Buenas tardes señores y señoras, perdonen el retraso. Tuvimos un problema con la máquina de billetes, pero todo está arreglado. Les recuerdo que no se puede fumar en ninguna parte del tren, incluso en los aseos. Dentro de unos minutos llegaremos a la ciudad de Oviedo.
02	F1	La mezquita me pareció un edificio precioso y fascinante, de veras vale la pena visitarla. ... El olor a pescado estropeó la visita al puerto. Francamente, me dio asco y no volvería nunca más. ... Normalmente me encanta visitar los parques temáticos, pero ese día me molestó y me sentí muy estresada porque todo estaba demasiado concurrido. ... Todos disfrutamos de la bolera – fue una noche muy animada. Yo jugué como una campeona y gané varias veces.
03	M2	Hoy, Susana Pérez nos habla de las letras muy personales de las canciones de su último álbum, que grabó en Barcelona.
04	F2	Miguel nos explica cómo podemos reducir la cantidad de aceite que consumimos, y el efecto en el cuerpo del exceso de grasa.
05	M1	También hablamos con el chico que recibió una gran sorpresa cuando su novia salió en la pantalla durante un partido de fútbol para pedirle que se casara con ella.
06	F1	Luisa va a animar a nuestros espectadores mayores a aumentar su flexibilidad con una serie de movimientos sencillos que se pueden hacer sentados.
07	M1	Finalmente, investigamos las condiciones de vida en un barrio de Sevilla, no lejos del centro turístico, que está considerado como el sitio de más pobreza de España.
08	M2	Buena suerte con tus exámenes.
09	F1	¿Qué vas a hacer si sacas malas notas?
10	F2	Hola Lucas. Pues, ya sabes que hoy es mi último día aquí. Vengo a despedirme de ti y a darte este regalo. Te voy a echar de menos. Te agradezco tu ayuda y tu compañía.
11	M1	Creo que haces bien, Susana. Yo también estoy decidido a solicitar otro empleo. Los empleados aquí ya no aguantan las amenazas del jefe y están planeando una huelga.
12	F1	Espero que me pueda ayudar; me ha pasado algo terrible. Estaba usando mi portátil nuevo y se rompió cuando se me cayó de la mesa. Fue un accidente muy tonto y ahora no puedo abrir ninguno de los archivos. Es muy importante que tenga acceso a mi trabajo; soy arquitecta y he estado elaborando diseños para el nuevo centro de salud.

-
13	M1	Cuando hay problemas de este tipo, tenemos que mandar el portátil a nuestro taller en la ciudad. Lo siento, pero tengo que advertirle que podrían tardar más de cuatro semanas en repararlo.
14	M2	Las clases de educación física están canceladas hoy porque utilizaremos el polideportivo para los representantes de diplomas y estudios universitarios. ... En el salón de actos, unos expertos hablarán sobre la opción entre Formación Profesional y continuar con las asignaturas más tradicionales en el colegio. ... Si os interesan las oportunidades para los titulados en Derecho, un abogado va a dar una presentación en el aula B5. ... En el campo de deportes varios albañiles y carpinteros enseñarán algunos aspectos de su trabajo.
15	F2	El festival de cine empieza el veintiséis de mayo y termina el tres de junio.
16	F2	Van a poner las películas en la plaza de toros y no en el parque como de costumbre.
17	F2	Está incluida una bebida sin alcohol con cada entrada y también se venden tapas en el bar.
18	M1	En las obras de conservación ayudarás a observar el comportamiento de los pájaros, y la otra actividad será mejorar los caminos en la selva.
19	M1	Otros voluntarios ayudarán con proyectos para la provisión de agua limpia a pueblos aislados. Los participantes deben tener por lo menos dieciocho años o tener el permiso escrito de sus padres.
20	F1	Me da igual si apruebo o suspendo. Mi futuro no depende de mi éxito en clase.
21	M2	Estoy harto de cómo me trata esa chica. Voy a quejarme y espero que la castiguen.
22	F2	Costa Rica tiene muchos proyectos para proteger el medio ambiente. Por ejemplo, hay campañas para crear más bosques.
23	F2	En la capital, San José, enero y febrero son los meses cuando hay menos lluvia. Abril es el mes más caluroso del año.

Turn over for Section B

Turn over ►

Section B Questions and answers in **Spanish**

- 24** **M1** No te olvides de ir de compras este fin de semana porque el lunes es un día festivo y el supermercado estará cerrado. Tampoco está abierto el banco. Podríamos ir al mercado por la mañana y hay una feria por la tarde donde siempre da gusto ir.
- 25** **M1** Si quieres comprarte un bolso o una camiseta hay que ir a otro lugar, pero no faltan sitios donde venden juguetes para los niños. No te pierdas la oportunidad de probar los churros. Siempre puedes conseguirlos allí.
- 26** **F1** No estaba muy contenta cuando mi marido reservó dos semanas en una casa de campo. Después de la experiencia allí, descubrí que aprecio la tranquilidad y volví relajada y descansada.
- 27** **F2** Pues, yo me siento muy decepcionada con mi experiencia en la costa el mes pasado. Lo peor fue el tiempo.
- 28** **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?
- 29** **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.

END OF TEST

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GCSE
SPANISH
8698/LH

Paper 1 Listening Higher Tier

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
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Question	Accept	Mark
01	C D F (in any order) C – (Christmas opening hours) D – (January sales) F – (Today's special offers)	3

Question	Accept	Mark
02.1	A + B (He was confident + He was demanding)	1

Question	Accept	Mark
02.2	B (The cast respected him professionally)	1

Question	Accept	Mark
03.1	A (He was bald)	1

Question	Accept	Mark
03.2	A (He had poor eyesight)	1

Question	Accept	Mark
04	H (Weather wipes out crops)	1

Question	Accept	Mark
05	E (Many young workers are overqualified)	1

Question	Accept	Mark
06	G (Volunteers are needed)	1

Question	Accept	Mark
07	A (Children's behaviour linked to what they drink)	1

Question	Accept	Mark
08	C (Hundreds hit by devastating storms)	1

Question	Key ideas	Accept	Reject	Mark
09.1	passed the medical (test) for the army	had/took his army medical	one element missing	1

Question	Key ideas	Accept	Reject	Mark
09.2	lost her wedding ring		one element missing	1

Question	Key ideas	Accept	Reject	Mark
10.1	decided to stay together	decided not to split up/separate	one element missing decided to get (back) together	1

Question	Key ideas	Accept	Reject	Mark
10.2	failed his driving test	exam	one element missing	1

Question	Accept			Mark
10.3	B (had her savings stolen)			1

Question	Accept	Mark
11.1	B F (in any order) (Cost of ticket, Special effects)	2

Question	Accept	Mark
11.2	D E (in any order) (Plot, Soundtrack)	2

Question	Key ideas	Accept	Reject	Mark
12	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
13	climate change	changes in the weather	climate (on its own) the state of the climate global warming	1

Question	Accept	Mark
14.1	B (Rice fields)	1

Question	Accept	Mark
14.2	B (Valencia has a long coastline)	1

Question	Accept	Mark
14.3	C (Fans are made locally)	1

Question	Accept	Mark
14.4	A (It is a vegetarian dish)	1

Question	Key ideas	Accept	Reject	Mark
15	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
16	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
17	phone (her)	call (her) ring (her)	tell her	1

Question	Key ideas	Accept	Reject	Mark
18.1	very tired he woke up several times last night	exhausted/ really tired he kept waking up in the night	tired he wakes up a lot in the night/he didn't sleep well	1

Question	Key ideas	Accept	Reject	Mark
18.2	swimming training at 4	practice	one element missing	1

Question	Key ideas	Accept	Reject	Mark
19.1	send a message (to say) that he is/you are ill	send a text (saying) that you are/he is sick	one element missing	1

Question	Key ideas	Accept	Reject	Mark
19.2	he will not be able to take part in the tournament	he cannot enter/participate the competition	he will not one element missing	1

Question	Accept	Mark
20.1	B (They have brought together a group of old friends)	1

Question	Accept	Mark
20.2	C (To post useful recommendations)	1

Question	Key ideas	Accept	Reject	Mark
21.1	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
21.2	pick flowers	gather/collect flowers	damage the flowers	1

Question	Key ideas	Accept	Reject	Mark
22	in any order light a fire/fires (drop) litter	make a fire throw/leave rubbish		1 1

Question	Accept	Mark
23	N (negativa)	1

Question	Accept	Mark
24	P+N (positiva + negativa)	1

Question	Key ideas	Accept	Reject	Mark
25	(in any order) tren autocar	autobús	answers in English	1 1

Question	Key ideas	Accept	Reject	Mark
26	(in any order) (la) plaza de toros (el) puente	plaza de torros plasa de toros	answers in English plaza (on its own) toros (on its own) corrida de toros vistas	1 1

Question	Accept	Mark
27.1	F (Futuro)	1

Question	Accept	Mark
27.2	A (Ahora)	1

Question	Accept	Mark
28.1	P (Pasado)	1

Question	Accept	Mark
28.2	F (Futuro)	1

Total = 50 marks

GCSE
SPANISH
8698/LH

Paper 1 Listening Higher Tier

Mark scheme

June 2023

Version: 1.0 Final



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Question	Accept	Mark
01	A C D (in any order) A – (Apologies for the delay) C – (No smoking on the train) D – (The next place the train stops)	3

Question	Accept	Mark
02.1	A B (in any order) (Bowling alley, Mosque)	2

Question	Accept	Mark
02.2	D F (in any order) (Port, Theme park)	2

Question	Accept	Mark
03	E (Interview with a musician)	1

Question	Accept	Mark
04	D (Healthy cooking tips)	1

Question	Accept	Mark
05	A (A romantic public proposal)	1

Question	Accept	Mark
06	F (Keep-fit for senior citizens)	1

Question	Accept	Mark
07	C (Deprived urban area)	1

Question	Key ideas	Accept	Reject	Mark
8	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
09	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
10.1	B (is leaving her job.)	1

Question	Accept	Mark
10.2	A (appreciates Lucas.)	1

Question	Accept	Mark
11.1	A+B (in any order) (approves of Susana's actions, is planning to change jobs)	1

Question	Accept	Mark
11.2	A+B (in any order) (feel bullied, are considering going on strike)	1

Question	Key ideas	Accept	Reject	Mark
12.1	It fell off the table/desk	she knocked/dropped it off the table	Any element missing	1

Question	Accept	Mark
12.2	B (She cannot access her files.)	1

Question	Key ideas	Accept	Reject	Mark
12.3	A new health centre	a new medical/healthcare centre	Any element missing	1

Question	Accept	Mark
13.1	C (Send it to their workshop)	1

Question	Key ideas	Accept	Reject	Mark
13.2	They could/can take more than 4 weeks	It might/may take over a month	It will/would take more than four weeks	1

Question	Accept	Mark
14.1	B (Sports lessons)	1

Question	Accept	Mark
14.2	B (Choices at 16)	1

Question	Accept	Mark
14.3	A (Careers in Law)	1

Question	Accept	Mark
14.4	A (Building profession)	1

Question	Key ideas	Accept	Reject	Mark
15	May 26th	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
16	bullring	bull fighting arena/stadium	refs to square/plaza/place bullring and park	1

Question	Key ideas	Accept	Reject	Mark
17	alcohol-free drink	a drink without alcohol a soft drink	drink (on its own) an alcohol-free drink and snacks/tapas	1

Question	Key ideas	Accept	Reject	Mark
18	The behaviour of (the) birds	The way birds behave/act	Any element missing The attitudes/reactions of birds Bird watching	1
	The paths in the jungle	Rainforest roads/tracks/walkways/trails Routes through the (tropical) forest	Any element missing	1

Question	Key ideas	Accept	Reject	Mark
19.1	Isolated villages	Remote towns	Any element missing Rural villages Isolated areas	1

Question	Key ideas	Accept	Reject	Mark
19.2	Written permission	Permission in writing Letter/note of permission/consent	Any element missing A signed form/slip/letter	1

Question	Accept	Mark
20	C (Unconcerned)	1

Question	Accept	Mark
21	A (Annoyed)	1

Question	Key ideas	Accept	Reject	Mark
22	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
23	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	Key ideas	Accept	Reject	Mark
24	(in any order) Feria Mercado	ferria fería mercado mercados	fiera, ferie festivo, festival mercada	2

Question	Key ideas	Accept	Reject	Mark
25	(in any order) Churros Juguetes	Churos Jugetes Juguettes	Chorros Hugetes	2

Question	Accept			Mark
26	P (positiva)			1

Question	Accept			Mark
27	N (negativa)			1

Question	Accept			Mark
28.1	A (Ahora)			1

Question	Accept	Mark
28.2	P (Pasado)	1

Question	Accept	Mark
29.1	F (Futuro)	1

Question	Accept	Mark
29.2	F (Futuro)	1

Total = 50 marks

GCSE SPANISH

H

Higher Tier

Paper 1 Listening Test Transcript

Wednesday 6 June 2018 Morning Time allowed: 45 minutes approximately
(including 5 minutes' reading time before the test)

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- 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	Los vecinos valoran mucho los espacios verdes y apreciarán los parques y jardines. En cambio, todavía faltan espacios de aparcamiento.
02	F1	El diseño de la piscina es estupendo, mientras que el nuevo cine está muy lejos. La zona comercial será bonita y moderna, aunque demasiado ruidosa por los coches.
03	M2	No quedan entradas para el concierto este sábado en el estadio. Se vendieron en tres horas después de salir en línea.
04	M2	Ayer, nuestro equipo de fútbol ganó el partido. Como consecuencia, sube a la tercera posición en la liga.
05	M2	Mañana hay que esperar atascos en el centro debido al espectáculo de baile regional para el día de San José.
06	F2	Felicidades al carnicero Alberto Castillo, cuyas salchichas acaban de triunfar en el concurso regional. Recibió el primer premio.
07	F2	Ahora, el impacto del mundo digital. El número de accidentes de tráfico aumenta porque la gente usa su móvil cuando conduce.
08	M1	Francamente estoy perdiendo la paciencia con Carmen. Cada vez que quiero salir con mis amigos, ella se invita también y dondequiera que vayamos, ella nos acompaña siempre. La otra cosa que me fastidia es que me llama mil veces al día cuando estoy en el trabajo. Me temo que mañana tendré que romper con ella. Hace poco estaba pensando en casarme con Carmen, pero ha cambiado y ahora sé que la relación no puede sobrevivir.
09	F1	Las empresas ya no tienen que gastar tanto dinero en publicidad en radio y televisión. Pueden conectarse gratis con sus clientes a través de las redes sociales.
10	F1	Un quince por ciento de los jóvenes declara sentirse ofendido cuando sus mensajes privados a sus amigos han sido colgados en un foro público.
11	F1	También se dice que estas redes impactan en el bienestar de la juventud cuando se comparan con otros jóvenes que parecen tener una vida mucho más emocionante que la suya.
12	F2	Fuimos en avión directamente a la Ciudad de México. Me encantaron las pinturas y los dibujos en el museo y las ruinas de las civilizaciones antiguas son fascinantes. Por otro lado, me decepcionó la comida y el hombre que hacía de guía me aburrió un montón.
13	M2	En general, el campo no tiene mucho de interés. Me pareció todo igual. Sin embargo vimos unos pájaros fenomenales en la selva. No me quejo de los hoteles donde nos alojamos. No podían haber sido mejores. Alguna gente nos trató con poca paciencia. Parecían hartos de los turistas.

-
- 14** **F1** Soy Luisa. Muchos trabajos solo duran unos pocos meses. ¿Qué va a hacer para crear trabajos más permanentes?
- M2** Me llamo Jorge. Busco empleo en una compañía porque allí aprendes la profesión mejor. No hay oportunidades de este tipo.
- F2** Soy Débora. Muchos jóvenes viven con sus padres porque no ganan bastante para tener su propio piso. El salario mínimo no es suficiente.
- 15** **M1** Adela, usted es miembro de un grupo ecologista muy activo. Dígame qué hace.
- F1** Visito institutos para explicar las mejores maneras de cuidar el medio ambiente.
- M1** ¿Y cómo responden los estudiantes?
- F1** Estoy muy impresionada con los jóvenes de hoy porque tienen ideas muy claras de cómo ahorrar la energía.
- M1** ¿Me puede dar un ejemplo?
- F1** Muchas veces las pequeñas cosas tienen un impacto grande, como asegurar que todos los ordenadores del instituto estén apagados al final del día.
- 16** **M1** ¿Piensa que los institutos hacen bastante para ayudar?
- F1** Claro. Cada instituto organiza campañas medioambientales de un tipo u otro. Una de mis favoritas fue la de un instituto que convirtió la mitad de su campo de deportes en un jardín para cultivar frutas y verduras.
- 17** **F1** Por favor traed vuestros videojuegos que ya no queráis. Deben estar en buenas condiciones y tienen que funcionar. No los queremos si están rotos.
- 18** **F1** Con el dinero compraremos abrigos y jerséis para los que viven en las calles de la ciudad. Estamos en diciembre y los necesitan.
- Example** **M1** ¿Cómo te llevabas con el director cuando trabajabas con él?
- 19** **M1** ¿Puedes describir tu papel en la película?
- 20** **M1** ¿Qué han dicho los críticos de tu actuación?
- 21** **M1** ¿Crees que la fama te ha cambiado la vida?
- 22** **M1** ¿Piensas que el cine debería ser educativo además de entretenido?
- 23** **M2** Gracias a la prohibición, la gente responde que ya no vuelve a casa oliendo fuertemente a humo. Aun más importante es que hay un aumento dramático en el número de personas que han dejado de fumar.

-
24	M2	Los médicos prevén una reducción en el número de no fumadores que tengan los pulmones afectados por el tabaco.
-

Section B	Questions and answers in Spanish

25	F1	¿Qué tal tus estudios, Andrés?

M1	Decidí dejar las ciencias el pasado junio. Este año me encanta estudiar los idiomas porque son muy interesantes. Voy a hacer un intercambio el año próximo.

26	M1	¿Y tú, Rosa?

F1	La semana pasada volví a suspender un examen y, en este momento, tengo que repasar los apuntes. A final de curso, voy a trabajar de aprendiz.

Ejemplo	M2	Mañana visitaréis la catedral y la mezquita.

27	M2	El jueves no olvidéis las zapatillas y una sudadera porque vais a correr unos tres kilómetros por el campo y va a hacer frío.

28	M2	En vuestra próxima clase, aprenderéis cómo los árboles sacan agua y nutrientes de la tierra.

29	M1	Mi hermano sale con una chica en la universidad y está loco por ella. Sin embargo, sus amigos lo ven muy poco porque siempre está con ella. Esta chica tiene mala reputación porque siempre abandona a sus novios cuando conoce a alguien más guapo o más rico.

30	M1	No voy a advertirle. Seguro que me va a decir que estoy celoso porque yo no tengo una chica.

END OF TEST

Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

GCSE SPANISH

H

Higher Tier

Paper 1 Listening

Wednesday 6 June 2018 Morning Time allowed: 45 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 50.
- You must **not** use a dictionary.

For Examiner's Use	
Questions	Mark
1-2	
3-7	
8	
9-11	
12-13	
14	
15-16	
17-18	
19-22	
23-24	
25-26	
27-28	
29-30	
TOTAL	



J U N 1 8 8 6 9 8 L H O 1

Section A

Questions and answers in **English**

*Do not write
outside the
box*

Local development plans in Argentina

Your Spanish friends are talking about the development plans for a town in Argentina they are visiting.

What are the opinions on these plans for the town?

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

N for a **negative** opinion.

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

0	1

The green spaces

and the car parking

[2 marks]

0	2

The leisure facilities

and the shopping area

[2 marks]

4



In the news

You are listening to the news headlines on a local Spanish radio station.

A	Local food producer wins award
B	Sporting triumph
C	The distractions of new technology
D	Footballer in car accident
E	It's a sell-out
F	Traffic delays due to festival
G	Ticket hotline app scam

Match the correct summary to each item of news.

Write the correct letter in each box.

0	3

[1 mark]

0	4

[1 mark]

0	5

[1 mark]

0	6

[1 mark]

0	7

[1 mark]

5

Turn over for the next question

Turn over ►



0 8**A radio drama**

You are listening to a Spanish play on the radio. Luis is talking to his friend about what is troubling him.

What does Luis say?

Answer both parts of the question in English.

0 8**1**

Why is Luis losing his patience with Carmen? Give **two** reasons.

1

2

[2 marks]**0 8****2**

What decision has Luis made?

[1 mark]

3

Social media

You are attending classes in Salamanca with your Spanish exchange partner. In one lesson a teacher explains about the impact of social media.

0 9

In business, social media...

A	give the customers a better choice.
B	are not used as much as TV and radio.
C	make advertising much cheaper.

Write the correct letter in the box.

[1 mark]**1 0**

15% of teenagers have...

A	posted messages that upset their friends.
B	had personal messages shared without their permission.
C	found offensive comments on their page.

Write the correct letter in the box.

[1 mark]**1 1**

A significant number of young social network users...

A	worry about loss of privacy.
B	are ignorant of the potential dangers.
C	feel dissatisfied with their life.

Write the correct letter in the box.

[1 mark]

Turn over for the next question

3

Turn over ►



Talking about holidays

Your Spanish friends, Rosa and Fernando, are telling you about their trip to Mexico.

What did they like and dislike about their visit?

A	Art
B	Beaches
C	Countryside
D	Food
E	Historic monuments
F	Hotels
G	Mexico City
H	Some people
J	Their guide
K	Wildlife

Write the correct letter in each box.

Answer both parts of the question.

1 2 . 1

Rosa likes

[2 marks]

1 2 . 2

Rosa dislikes

[2 marks]

Answer both parts of the question.

1 3 . 1

Fernando likes

[2 marks]

1 3 . 2

Fernando dislikes

[2 marks]



1 4

Education, jobs and careers

You are watching a TV debate where young people in Granada are asking the Minister for Employment to discuss issues that concern them.

For each speaker, choose their area of concern.

Write the correct letter in each box.

A	Apprenticeships
B	Pay
C	Stress at work
D	Temporary jobs
E	University fees

Answer all parts of the question.

1 4 . 1

Luisa

[1 mark]

1 4 . 2

Jorge

[1 mark]

1 4 . 3

Débora

[1 mark]

3

Turn over for the next question

Turn over ►



1 5**Interview with a Spanish environmentalist**

You are listening to a podcast with the environmentalist Adela del Olmo who is working in Costa Rica.

Answer all parts of the question in English.

1 5**1**

Explain what Adela does in the environment group.

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

Explain why she has been impressed with today's young people.

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

What example does she give of how little things have a big impact?

[1 mark]

1	6

The interview with Adela continues
Answer both parts of the question in English.

1	6	.	1

What makes Adela think that schools do a lot to help the environment?

[1 mark]

1	6	.	2

What did one school do that she really approved of?

[1 mark]

5

Turn over for the next question

Turn over ►



An announcement at school

Irene is making an appeal in an assembly.

Answer in **English**.

1 7

What will Irene **not** accept as a donation?

[1 mark]

1 8

What is Irene hoping to do?

A	Provide warm clothing for the homeless
B	Open a food bank in the city
C	Give poor children a better Christmas

Write the correct letter in the box.

[1 mark]

2



An interview with actor, Alba Ibáñez

You are watching a Spanish TV programme in which Alba Ibáñez is being interviewed about her career and latest film.

What questions does the interviewer ask her?

Answer in **English**.

Example **How did you get on with the director when you were working with him?**

1 9

[1 mark]

2 0

[1 mark]

2 1

[1 mark]

2 2

[1 mark]

4

Turn over for the next question

Turn over ►



Research on smoking

You are listening to a Spanish radio programme in which a doctor is talking about the effects of the smoking ban.

2	3

At the moment, what are the **two** benefits of the ban on smoking in public places?
Answer in **English**.

1 _____

2 _____

[2 marks]

2	4

What does the report suggest about the future?

A	A decrease in lung disease among smokers
B	Benefits for non-smokers
C	Passive smoking will no longer exist

Write the correct letter in the box.

[1 mark]

3



Section B**Questions and answers in Spanish****Los estudios**

Estás con tus amigos, Andrés y Rosa, que hablan de sus estudios.

¿De qué aspecto de sus estudios hablan y cuándo?

Completa la tabla en **español**.

2	5

Andrés

En el pasado	Ahora	En el futuro
dejar las ciencias		

[2 marks]

2	6

Rosa

En el pasado	Ahora	En el futuro
		trabajar de aprendiz

[2 marks]

4

Turn over for the next question

Turn over ►

En el instituto

Escuchas al tutor en un instituto español que habla de los planes para la semana.

Indica cada clase que menciona.

Contesta en **español**.

Ejemplo

religión

2 7

[1 mark]

2 8

[1 mark]

2



El hermano de Nicolás

Tu amigo español, Nicolás, te habla de su hermano.

Selecciona las **tres** frases correctas.

¿Qué dice Nicolás de su hermano?

A	Ha abandonado la universidad.
B	Está enamorado.
C	No debería confiar en su novia.
D	Tiene una novia guapa y rica.
E	No ve mucho a sus amigos.
F	Sale todas las noches.

Escribe la letra correcta en cada casilla.

2 **9**

[3 marks]

3 **0**

¿Qué va a hacer Nicolás?

A	Decirle la verdad a su hermano
B	Nada
C	Hablar con la novia

Escribe la letra correcta en la casilla.

[1 mark]

—
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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GCSE Spanish 8698/LH

Higher Tier Paper 1 Listening
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
1	P N	2
2	P+N P+N	2

Question	Accept	Mark
3	E	1
4	B	1
5	F	1
6	A	1
7	C	1

Question	Key ideas	Accept	Reject	Mark
8.1	Refs to: - When he goes out - with his friends - she goes too.	She goes with him and his friends wherever they go. She invites herself when he suggests going out with his friends	She goes out with his friends Every time he wants to go out with his friends, she wants to go out. (doesn't imply with him & friends) She won't let him go out with his friends She always wants to be with him	2
	Refs to: - her phoning/calling him - at work - excessively	She calls him at work a thousand times a day She calls him too much when he is at work	She calls him at work She phones him a million times a day	

Question	Key ideas	Accept	Reject	Mark
8.2	Break/split up with her	Not to marry her Not to go out with her any more The relationship cannot survive	not to live with her stop being her friend he can't/will not go out with her (one time?) to end the relationship with him	1

Question	Accept			Mark
9	C			1
10	B			1
11	C			1

Question	Accept	Mark
12.1	A, E (in any order)	2
12.2	D, J (in any order)	2

Question	Accept	Mark
13.1	K, F (in any order)	2
13.2	C, H (in any order)	2

Question	Accept	Mark
14.1	D	1
14.2	A	1
14.3	B	1

Question	Key ideas	Accept	Reject	Mark
15.1	Refs to: • Visits /goes to/ in schools • to explain/show/talk about how to/ways to/they can • care for/look after/protect the environment	Goes to schools to give talks on ways of looking after the environment She does presentations in schools about how to protect the environment	Gives talks on the environment in schools Visits schools and talks about the environment Speaks to schools about looking after the environment	1

Question	Key ideas	Accept	Reject	Mark
15.2	Refs to: • They have clear/good ideas about how to/ways to • save/conserve • energy	They know/have good ways of saving energy They are very clear on how to save energy	They are good at saving energy They have (clear) ideas about saving energy They know how to save energy They have good ideas on how not to waste energy	1

Question	Key ideas	Accept	Reject	Mark
15.3	Refs to: • Turning off/shutting down school's computers • at the end of the day	Checking the school computers are off at the end of the day	Turning off the school computers	1

Question	Key ideas	Accept	Reject	Mark
16.1	Refs to: • (the schools /they) organise (environmental) campaigns	Arrange/do/make environmental campaigns.	They organise environmental projects/events	1

Question	Key ideas	Accept	Reject	Mark
16.2	Refs to: • Turned/made/used half/part/some of the sports field/pitch/area/their field/football pitch/playing field • into/as a fruit and veg garden	Grew fruit and veg on half its sports field Changed part of the school field into a garden to grow fruit and veg	A school/college grew fruit and veg on the sports field	1

Question	Key ideas	Accept	Reject	Mark
17	Broken videogames	videogames in poor condition videogames that do not work	videogames broken games unwanted videogames old videogames	1

Question	Accept			Mark
18	A			1

Question	Key ideas	Accept	Reject	Mark
19	Refs to: - describe - role/part/character - in the film/movie	Will you describe your part in the film? Describe your character in the movie	What role did you play in the film?	1
Accept answers in reported speech: eg He asks her to describe her role in the film				

Question	Key ideas	Accept	Reject	Mark
20	Refs to: - What was /has been said - by critics - about your/her performance	What did the critics say about your acting What feedback did you get from critics on your acting?	What did the critics say about your role/the action? What reaction did the critics have to your acting? What do the critics think about your acting? What do the critics say about your performance?	1
Accept answers in reported speech: eg He asks her what the critics have said about her performance				

Question	Key ideas	Accept	Reject	Mark
21	Refs to: - If fame - Has changed - Her life	Has fame changed your lifestyle? Do you think being famous changed/alterd your life?	Has fame changed you? Do you think fame will/ can change your life? Does fame affect/ impact on your life? How has fame changed your life?	1
Accept answers in reported speech: eg He asks her if fame has changed her life				

Question	Key ideas	Accept	Reject	Mark
22	Refs to: - Should/ought film / the cinema - be educational - as well as entertaining/fun?	Should film/ the cinema educate people as well as entertaining them? Do films have to educate and entertain people?	Do you think film should be educational? Is film educational as well as entertaining? Should film be educational and funny? Can films be educational and fun? Should films be more educational than fun?	1
Accept answers in reported speech: eg He asks her if film/the cinema should be educational as well as entertaining				

Question	Key ideas	Accept	Reject	Mark
23	In any order People / you no longer smell of smoke/tobacco More /lots of people have <u>stopped/quit</u> (smoking)	People / you don't smell of smoke The number of people who have quit (smoking) has gone up There is a dramatic increase in the number of people who gave up	The smell is gone. There are no fumes You don't smell smoke when you go out. The number of smokers would/will go down A change in the number of people smoking An improvement in people who have stopped smoking Fewer/less people smoke A big decrease in the number of people who smoke	2

Question	Accept	Mark
24	B	1

Question	Key ideas	Accept	Reject	Mark
25	Ahora: estudiar (los) idiomas En el futuro: hacer (un) intercambio	Aprender lenguas/idiomas Voy (en) intercambio	<i>estudiar</i> or <i>idiomas</i> alone <i>hacer</i> or <i>intercambio</i> alone	2

Question	Key ideas	Accept	Reject	Mark
26	En el pasado: suspender (un) examen Ahora: repasar (los) apuntes	asuspender examen suspender un exam revisar apuntes	<i>suspender</i> or <i>examen</i> alone suspense examine <i>repasar</i> or <i>apuntes</i> alone repesar apuntes	2

Question	Key ideas	Accept	Reject	Mark
27	educación física	deporte ed. física e. física E.F. educación physica education fisica	física física de educación/educación de física PE sport education phycicas	1

Question	Key ideas	Accept	Reject	Mark
28	biología	ciencias (naturales) geografía estudios medioambientales el medio ambiente 'biology' (see MS General Principles 7F)	química	1

Question	Accept	Mark
29	B, C, E (in any order)	3
30	B	1

Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

GCSE SPANISH

H

Higher Tier Paper 1 Listening

Wednesday 22 May 2019 Morning Time allowed: 45 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 50.
- You must **not** use a dictionary.

For Examiner's Use	
Questions	Mark
1–2	
3–7	
8–12	
13–15	
16–17	
18–19	
20–23	
24–25	
26	
27–28	
29–32	
TOTAL	



J U N 1 9 8 6 9 8 L H O 1

Section AQuestions and answers in **English****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.

0 1

Last month they sold _____

to raise money for _____.

[2 marks]**0 2**

Next month they will sell _____

to raise money for _____.

[2 marks]

4



In the news

You are listening to the news headlines on a local Spanish radio station.

A	Weather warning
B	More people living rough
C	Old factory to become a garden
D	Local youngsters give assistance
E	Rubbish dumped in countryside
F	Vandals damage children's park
G	Disused building goes up in flames

Match the correct summary to each item of news.

Write the correct letter in each box.

0	3

[1 mark]

0	4

[1 mark]

0	5

[1 mark]

0	6

[1 mark]

0	7

[1 mark]

5

Turn over ►



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	8

house? _____

[1 mark]

0	9

town? _____

[1 mark]

1	0

region? _____

[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	1

What does the boy have to do for his French homework?

_____ **[1 mark]**

1	2

What does he want his father to do?

_____ **[1 mark]**

5



Friends

You are listening to a Spanish radio phone-in where callers are describing how friends have helped them.

1 3

Miriam's friends ...

A	cheered her up when her husband was ill.
B	helped her when her husband passed away.
C	looked after her when she split from her husband.

Write the correct letter in the box.

[1 mark]**1 4**

Sergio's friends ...

A	gave him a home when he needed one.
B	offered advice when he was in trouble.
C	persuaded him to listen to his stepfather's advice.

Write the correct letter in the box.

[1 mark]**1 5**

Andrea's friends ...

A	helped her to improve her results.
B	stood up for her when she was bullied.
C	defended her after she was expelled.

Write the correct letter in the box.

[1 mark]

Education post 16: advice to parents

You are listening to a podcast by education expert Iván Romero.

Answer all parts of the question in English.

1 6 . 1

According to Iván, what must parents understand?

[1 mark]

1 6 . 2

In what way do teenagers appear to reject their parents?

[1 mark]

1 6 . 3

It is important for parents to ...

A	set parental controls on the internet.
B	be aware of who their children are in touch with.
C	limit the time their children spend on social media.

Write the correct letter in the box.

[1 mark]

Answer both parts of the question in English.

1 7 . 1

Explain how parents should help their children with their homework?

[1 mark]

1 7 . 2

What should parents **not** do?

[1 mark]



Talking about free time activities

You are talking to your Spanish friends, Javier and Nerea, about their free time.

Which activities do they enjoy?

Which activities have they never tried?

A	Canoeing
B	Cooking
C	Going to the cinema
D	Going to the gym
E	Playing in concerts
F	Skating
G	Skiing
H	Songwriting
J	Team sports
K	Writing stories

Write the correct letter in each box.

Answer both parts of the question.

1 8 . 1

Javier enjoys

[2 marks]

1 8 . 2

Javier has never tried

[2 marks]

Answer both parts of the question.

1 9 . 1

Nerea enjoys

[2 marks]

1 9 . 2

Nerea has never tried

[2 marks]



Customs and festivals

You are watching a Spanish TV interview with Alejandro Herrera, the organiser of a famous Spanish festival.

What questions does the interviewer ask him?

Answer in **English**.

Example

What are the main events this year?

2 0

[1 mark]

2 1

[1 mark]

2 2

[1 mark]

2 3

[1 mark]

4



Technology

You are listening to a Spanish radio programme which is considering some of the drawbacks of modern technology.

2	4

What **two** problems will the programme be looking into?

Complete the sentences in **English**.

Problem 1 A virus that ... _____

Problem 2 The impact of ... _____

[2 marks]

2	5

What does the presenter recommend?

A	More severe punishments for internet crime
B	Taking internet security very seriously
C	Not giving out any personal details over the internet

Write the correct letter in the box.

[1 mark]

3

Turn over for the next question

Turn over ►



2 6**Healthy and unhealthy living**

You are in a class in Spain with your exchange partner, listening to a discussion about healthy eating.

For each speaker, choose their area of concern.

Write the correct letter in each box.

A	Too much sugar in the diet
B	Eating disorders among children
C	The need to cut down on meat consumption
D	Ready meals
E	The cost of fresh fruit and vegetables

Answer all parts of the question.

2 6 . 1

Sara

[1 mark]**2 6 . 2**

Álvaro

[1 mark]**2 6 . 3**

Daniela

[1 mark]

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 7

En el pasado era , pero ahora es .

[2 marks]

2 8

En el pasado era , pero en el futuro va a ser .

[2 marks]

4

Turn over for the next question

Turn over ►



El pronóstico del tiempo

¿Qué tiempo hará mañana? Escuchas este pronóstico en la radio en España.

Completa las frases en **español**.

Ejemplo En el sur, hará fresco y habrá chubascos

2 9

Por la tarde, en el noroeste, habrá _____ y _____

[2 marks]

3 0

En el centro, va a ser un día de _____ y _____

[2 marks]

Opiniones sobre el matrimonio

Tus amigos españoles, Sandra y Carlos, están hablando del matrimonio.

¿Qué opiniones expresan sobre el matrimonio?

Escribe **P** si la opinión es **positiva**.

N si la opinión es **negativa**.

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

3 1

Sandra

[1 mark]

3 2

Carlos

[1 mark]

END OF QUESTIONS

6

Copyright information

For confidentiality purposes, from the November 2015 examination series, acknowledgements of third-party copyright material will be published in a separate booklet rather than including them on the examination paper or support materials. This booklet is published after each examination series and is available for free download from www.aqa.org.uk after the live examination series.

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1 2



1 9 6 G 8 6 9 8 / L H

IB/G/Jun19/8698/LH

GCSE SPANISH

H

Higher Tier

Paper 1 Listening Test Transcript

Wednesday 22 May 2019 Morning Time allowed: 45 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**.
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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.

*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**

Example	F1	Este mes hemos vendido pasteles de nata para recaudar dinero para las personas en paro.
01	M2	El mes pasado vendimos nuestros juguetes viejos para recaudar dinero para los niños enfermos.
02	F2	El mes que viene vamos a vender uniformes de segunda mano para recaudar dinero para la residencia de ancianos.
03	M1	Ayer voluntarios de dos institutos de la ciudad ayudaron a sus vecinos mayores con varias tareas en la casa y el jardín.
04	M1	Anoche, un grupo de gamberros prendió fuego a una fábrica desocupada. El incendio ha destrozado el edificio completamente.
05	M1	El número de jóvenes “sin techo” que duermen en las calles sigue aumentando. Es una crisis preocupante.
06	M1	Mañana hay gran probabilidad de vientos fuertes y lluvias intensas. Es posible que los árboles sufran daños.
07	M1	Varios individuos han recibido una multa por usar el bosque como vertedero ilegal.
Example	F1	Mi dormitorio está desordenado, pero las vistas desde la ventana son bonitas.
08	F1	La cocina nueva es agradable, en cambio el salón no tiene nada de especial.
09	F1	En la ciudad, el centro comercial es feo, pero el polideportivo tiene instalaciones buenas.
10	F1	En la región hay un río precioso y me gusta mucho ir allí. Sin embargo, el transporte es un desastre.
11	M2	Mamá, ¿puedes hacerme preguntas sobre este vocabulario? Tengo que aprender esta lista de veinte palabras francesas para la clase de mañana.
12	M2	Se me rompió el estuche hoy y todos mis lápices y bolígrafos se cayeron al suelo. ¿Podrías comprarme uno nuevo, papá?
13	F2	Soy Miriam. Mi esposo sufrió una larga enfermedad y murió el año pasado. Después, mis amigas me animaron y me invitaron a salir.
14	M2	Me llamo Sergio. Mis amigos me escucharon y me dieron consejos en un momento difícil. Me peleaba siempre con mi padrastro y me amenazó con echarme de casa.

- 15** **F1** Soy Andrea. Mis amigos me ofrecieron sus apuntes cuando suspendí dos asignaturas en junio. Al final, las aprobé en septiembre.
- 16** **F1** Iván, estos años pueden ser estresantes para los jóvenes, ¿no?
- M1** Sí, claro. Los padres tienen que entender que es un periodo de cambios y los jóvenes requieren apoyo.
- F1** Y, ¿cómo pueden dar este apoyo los padres?
- M1** Todavía necesitan dar su amor y atención, aunque a veces los jóvenes parecen distanciarse de sus padres.
- F1** ¿Cómo deberían demostrar su interés los padres?
- M1** Es importante que conozcan a las amistades y los contactos de sus hijos en las redes sociales. También deben interesarse por lo que miran en internet.
- 17** **F1** ¿Los padres deberían apoyar a sus hijos con los deberes?
- M1** Depende. Una cosa es ofrecer un sitio tranquilo con todos los recursos necesarios y otra cosa es hacer el trabajo por ellos.
- 18** **M1** Me encanta hacer piragüismo, porque es relajante. Un día me gustaría probar algún deporte de equipo. También disfruto escribiendo historias de ciencia ficción. Por desgracia, no he cocinado en mi vida - sería muy útil aprender.
- 19** **F1** Para relajarme, me gusta componer canciones y tocar la guitarra. Nunca he actuado en público, pero quizás... un día, si practico mucho. No me interesa el ejercicio: jamás he entrado en un gimnasio, pero encuentro el patinaje muy divertido y voy a menudo a la pista.
- Example** **M1** ¿Cuáles son los eventos principales este año?
- 20** **M1** ¿Vale la pena gastar todo ese dinero en la fiesta?
- 21** **M1** ¿Cuántos visitantes extranjeros vendrán a la ciudad?
- 22** **M1** ¿Qué sectores de la economía se beneficiarán más?
- 23** **M1** ¿Cómo va usted a solucionar el problema de la basura?
- 24** **F1** Hoy exploramos los problemas causados por un virus que borra todos los archivos del disco duro de los ordenadores. También miramos el impacto de las descargas ilegales en la industria de la música.
- 25** **F1** Los internautas deben usar un servidor de seguridad en que pueden confiar y siempre emplear una contraseña diferente. Es esencial para evitar el acceso no autorizado a tus datos personales.

- 26** **F1** Soy Sara. Cada día veo a muchos niños en la tienda que compran galletas y bebidas gaseosas. Los padres deberían limitar el consumo de productos dulces.
- M2** Me llamo Álvaro. Antes teníamos una dieta más saludable porque era caro comprar cerdo, cordero o ternera. Deberíamos reducir la cantidad de productos de este tipo que comemos.
- F2** Soy Daniela. Siempre intento usar ingredientes frescos y naturales. Estoy en contra de esos platos que vienen del supermercado listos para comer.

Section B Questions and answers in **Spanish**

- 27** **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.
- 28** **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.
- Ejemplo** **M1** En el sur, decimos adiós al calor de los últimos días. Tendremos mucho más fresco y hay posibilidades de chubascos.
- 29** **M1** En el noroeste las nubes estarán todo el día con nosotros, pero la niebla desaparecerá a mediodía a causa del viento por la tarde.
- 30** **M1** En el centro, aunque va a hacer bastante frío, por lo menos veremos el sol después de las tormentas de ayer.
- 31** **F1** Mi novio y yo quedamos en vivir juntos en lugar de casarnos. Hoy día una boda vale miles de euros y, simplemente para cambiar tu estado civil, es una pérdida de dinero.
- 32** **M1** Creo que el matrimonio juega un papel útil en la sociedad porque proporciona más estabilidad, y más parejas casadas continúan juntas.

END OF TEST



GCSE

Spanish

8698/LH

Higher Tier Paper 1 Listening

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:

- 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	Key ideas	Accept	Reject	Mark
01	old toys sick children	unwanted toys/games used toys/games old games ill/poorly/unwell children/kids	toys(on its own) board games children (on its own) children in need children in hospital	2

Question	Key ideas	Accept	Reject	Mark
02	second hand uniform(s) old people's home	old uniforms residence for the elderly nursing home (elderly) care home elderly residence	uniform(s) (<i>on its own</i>) secondary school uniforms home hospice old residents	2

Question	Accept			Mark
03	D			1
04	G			1
05	B			1
06	A			1
07	E			1

Question	Key ideas	Accept	Reject	Mark
08	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
09	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 Installations/equipment in the sports centre Sports centre/leisure centre has great installations The sports centre (installations) Sports centre installation	shopping centre good sports facilities sports pitch sports ground Sports Leisure/sports places	1

Question	Key ideas	Accept	Reject	Mark
10	river(s)		transport	1

			river and transport the countryside	

Question	Key ideas	Accept	Reject	Mark
11	learn 20 words	learn (some) words learn vocabulary revise/study vocab	learn sentences learn (<i>wrong number of</i>) words practise/understand/list vocab	1

Question	Key ideas	Accept	Reject	Mark
12	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
13	B			1

Question	Accept			Mark
14	B			1

Question	Accept			Mark
15	A			1

Question	Key ideas	Accept	Reject	Mark

16.1	It's a period of change(s) and <u>young people</u> require support.	It's a time of change(s) and <u>teenagers</u> need support/help. Their <u>children</u> need support/help as they change.	Young people need support (<i>on its own</i>) It's a period of change and they need to help them .	1

Question	Key ideas	Accept	Reject	Mark
16.2	(They seem to) distance themselves from parents	(They seem to) grow apart from their parents. They seem distant from their parents.	They don't pay as much attention to them. They spend less time with their parents.	1

Question	Accept			Mark
16.3	B			1

Question	Key ideas	Accept	Reject	Mark
17.1	(They should) provide a quiet place with (all) the <u>necessary</u> resources.	(They should) make sure they have somewhere peaceful with everything/the materials/equipment <u>they need</u> .	(They should) provide a quiet place (<i>on its own</i>) (They should) offer a quiet space with all of the information they need. Keep quiet in the house and provide the necessary resources.	1

Question	Key ideas	Accept	Reject	Mark
17.2	(Parents should not) do their homework for them.	Do it for them. Do (the) work for them. Do <u>the</u> work themselves.	Do work (themselves). Do all the work. Give them too much help.	1

Question	Accept	Mark
18.1	A, K (in any order)	2
18.2	B, J (in any order)	2

Question	Accept	Mark
19.1	F, H (in any order)	2
19.2	D, E (in any order)	2

Question	Key ideas	Accept	Reject	Mark
20	- Is it worth - spending all that money - on the festival?	Is it worth spending so much money on the festival?	Is it worth spending all that money on it? Is it worth spending all that money in/at the festival? Is it worth it to spend money on the festival? References to party instead of festival	1

Question	Key ideas	Accept	Reject	Mark
21	- How many - foreign visitors - will come to the city/town?	How many foreigners will visit/enter/go to the city? How many foreigners are going to come/are coming to the city?	How many foreigner visitors come/came/would come to the city?	1

Question	Key ideas	Accept	Reject	Mark

22	What sectors of the economy will benefit most?	Which sectors/parts/areas of the economy will benefit most/more? Which sectors of the economy are going to benefit/are benefiting most/more?	What parts of the economy benefit/benefited/would benefit most?	1

Question	Key ideas	Accept	Reject	Mark
23	How are you going to solve the <u>problem</u> of rubbish?	How are you going to /will you solve the litter problem/issue? How are you going to deal with/combat/handle/sort the problem of rubbish?	How do/did/would you solve the problem of rubbish? How are you going to sort the rubbish?	1

Question	Key ideas	Accept	Reject	Mark
24	Problem 1 deletes/erases the files from the (computer) hard drive	 wipes the files from the (computer) hard drive/hard disc	... wipes the archives from the hard drive ... wipes the computer hard drive ... erases files from your computer	1
	Problem 2 ... illegal downloads in/on the music industry		... illegal music downloads ... illegal downloads of the music industry	1

Question	Accept	Mark
25	B	1

Question	Accept	Mark
26.1	A	1
26.2	C	1
26.3	D	1

Question	Accept	Mark
27	In this order Pasado = B, Ahora = F	2
28	In this order Pasado = H, Futuro = E	2

Question	Key ideas	Accept	Reject	Mark
29	- nube(s) - viento(s) (in any order) <i>(If a student includes three or more weather condition(s), one or two of which is/are incorrect, award a maximum of 1 mark)</i>	nublado, nuy <u>e</u> s vienta, veinto, <u>b</u> iento	nubens, nubles veinte, vento niebla	2

Question	Key ideas	Accept	Reject	Mark
30	frío	bastante frío		2

	sol (in any order) <i>(If a student includes three or more weather condition(s), one or two of which is/are incorrect, award a maximum of 1 mark)</i>	soleado, hace sol	menos sol tormenta(s)	

Question	Accept		Mark
31	N		1

Question	Accept		Mark
32	P		1

Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE SPANISH

H

Higher Tier Paper 1 Listening

Wednesday 20 May 2020 Morning Time allowed: 45 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.
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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.
- 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 50.
- You must **not** use a dictionary.

For Examiner's Use	
Questions	Mark
1–2	
3–7	
8–11	
12–13	
14	
15	
16	
17	
18–21	
22–23	
24–25	
26–27	
28–31	
TOTAL	



J U N 2 0 8 6 9 8 L H 0 1

Questions and answers in **English**.

Answer in **English**.

[2 marks]

4



In the news

You are listening to the news headlines on a local Spanish radio station.

A	All top restaurant chefs are male
B	Concern over fish shortages
C	Privacy for marital status
D	New airport runway proposed
E	Prompt action saves rough sleeper
F	Storms expected
G	Travellers face disruption

Match the correct summary to each item of news.

Write the correct letter in each box.

0	3

[1 mark]

0	4

[1 mark]

0	5

[1 mark]

0	6

[1 mark]

0	7

[1 mark]

5

Turn over ►



Free-time activities

Your Spanish friend, Alejandro, is talking about what he does in his free time.

Answer in **English**.

0	8

What type of TV programme does he like best? _____ [1 mark]

0	9

What sport does he do? _____ [1 mark]

1	0

What instrument does he play? _____ [1 mark]

Studies at school

Your Spanish friend, Elena, is telling you about her school.

Answer both parts of the question

Write the correct letter in each box.

1	1	.	1

What does Elena say about her homework?

A	She needed to copy it from a friend.
B	She is going to the gym before she does it.
C	She wants help with it.

[1 mark]

1	1	.	2

What is causing Elena's problem?

A	The school rule.
B	She is banned from the library.
C	She has detention at break.

[1 mark]

5



Answer both parts of the question

Write the correct letter in each box.

1 2 . 1 What does Elena say about her IT test?

A	She did it last week.
B	She has it this morning.
C	It is the day after tomorrow.

[1 mark]**1 2 . 2** What does Elena find difficult?

A	Knowing how to revise.
B	Finding somewhere to study.
C	Understanding explanations.

[1 mark]**1 3** What **two** things does Elena tell you?

A	She does not work hard in any of her subjects.
B	She gets excellent marks in science subjects.
C	She has no interest in business studies.
D	Her physics teacher is excellent.
E	She would like to set up her own company.

Write the correct letters in the boxes.

[2 marks]**4****Turn over ►**

Voluntary work

While in school with your Spanish exchange partner, Daniel, you attend a careers interview with him.

Answer all parts of the question in English

1 4 . 1

What exactly does the careers advisor say about participating in voluntary work?

[1 mark]

1 4 . 2

Why does Daniel think it will be hard for him to find relevant work in medicine?

[1 mark]

1 4 . 3

Why does the advisor suggest volunteering in a care home?

A	It would be an opportunity to gain an extra qualification.
B	It would improve his medical knowledge.
C	It would provide evidence of his people skills.

Write the correct letter in the box.

[1 mark]

3



Answer both parts of the question in English

1 5 . 1

When he is eighteen, what can Daniel take part in and where?

[1 mark]

1 5 . 2

How will this experience make Daniel feel and why?

[1 mark]

2

Turn over for the next question

Turn over ►



1 6**Town and neighbourhood**

While in Spain you attend a meeting in the town hall with your exchange partner and his family. Three residents recommend changes.

What recommendations do they make?

A	Banning parking fees at the football stadium
B	Building more social housing
C	Improving parking facilities
D	Keeping the library open
E	Using the library for preschool care
F	Widening certain roads

Write the correct letters in the boxes.

Answer all parts of the question.

1 6 . 1

Resident 1

[1 mark]**1 6 . 2**

Resident 2

[1 mark]**1 6 . 3**

Resident 3

[1 mark]

3



1 7

Talking about jobs

You are talking to your Spanish friend, Jordi, about jobs.

Which jobs would he like and which jobs would he **not** like?

A	Accountant
B	Banker
C	Engineer
D	Lawyer
E	Pilot
F	Postman

Write the correct letters in the boxes.

Jobs he would like

Jobs he would **not** like

[4 marks]

4

Turn over for the next question

Turn over ►



Life in Puerto Rico

You are listening to an interview with Joaquín, a journalist who has returned from a visit to Puerto Rico. Joaquín is talking about the conditions he has witnessed.

What information does Joaquín give in each case?

Answer in **English**.

Example: At least 55 people died in the recent hurricane.

1 8

[1 mark]

1 9

[1 mark]

2 0

[1 mark]

2 1

[1 mark]

4



Recycling

While in Spain you are listening to a radio phone-in about how to improve recycling in the local area. Isabel and Enrique call in with their opinions.

Answer both parts of the question.

2 2 . 1 How does Isabel suggest improving recycling?

A	Reducing taxes for people who recycle properly.
B	Fining people who do not use the different bins.
C	Introducing separate bins for different household waste.

Write the correct letter in the box.

[1 mark]

2 2 . 2 How does she feel about her neighbours and why?

Answer the question in **English**.

[1 mark]

Answer both parts of the question.

2 3 . 1 What does Enrique explain about the rule for rubbish removal?

A	The council has to empty the bins every evening.
B	You have to put your rubbish out early in the morning.
C	The residents have to put their rubbish out at night.

Write the correct letter in the box.

[1 mark]

2 3 . 2 What problems are caused when the rule is not followed?

Answer the question in **English**.

[1 mark]

Turn over ►



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	4

When you listen to music on your mobile, the app allows you to...

[1 mark]

2	5

Before you go on holiday, this app helps you to...

[1 mark]

2



Section BQuestions and answers in **Spanish**.**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 6 . 1

El concierto de guitarra

[1 mark]

2 6 . 2

Historias para niños

[1 mark]

Responde a las dos partes de la pregunta.

2 7 . 1

Tapas

[1 mark]

2 7 . 2

La procesión religiosa

[1 mark]

4

Turn over ►



Las relaciones

Tus amigas españolas están hablando de sus novios.

¿Qué características de sus novios **no** les gustan?

Completa las frases en **español**.

2	8

Juan es _____ y _____.

[2 marks]

2	9

Óscar es _____ y _____.

[2 marks]

La vida sana

Tus amigos españoles, Marcos y Javier, están hablando de la comida en el instituto.

¿Qué opiniones expresan sobre la comida?

Escribe **P** si la opinión es **positiva**.

N si la opinión es **negativa**.

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

3	0

Marcos

[1 mark]

3	1

Javier

[1 mark]

6

END OF QUESTIONS



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outside the
box*

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ANSWER IN THE SPACES PROVIDED**



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1 6



2 0 6 G 8 6 9 8 / L H

IB/M/Jun20/8698/LH

GCSE
SPANISH
8698/LH

Higher 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 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	Key ideas	Accept	Reject	Mark
01	chops (any kind of) spicy	hot	ribs/pork Mexican	2

Question	Key ideas	Accept	Reject	Mark
02	strawberries sweet	sugary	strawberry cakes/yoghurt/fruit regional/sickly	2

Question	Accept			Mark
03	B (Concern over fish shortages)			1

Question	Accept			Mark
04	C (Privacy for marital status)			1

Question	Accept			Mark
05	E (Prompt action saves rough sleeper)			1

Question	Accept	Mark
06	G (Travellers face disruption)	1

Question	Accept	Mark
07	F (Storms expected)	1

Question	Key ideas	Accept	Reject	Mark
08	news	news programmes	soaps, series, sitcoms, documentaries news and soaps	1

Question	Key ideas	Accept	Reject	Mark
09	basketball		cycling basketball and cycling	1

Question	Key ideas	Accept	Reject	Mark
10	drums	drum	piano drums and piano	1

Question	Accept	Mark
11.1	C (She wants help with it.)	1

Question	Accept	Mark
11.2	A (The school rule.)	1

Question	Accept	Mark
12.1	C (It is the day after tomorrow.)	1

Question	Accept	Mark
12.2	A (Knowing how to revise.)	1

Question	Accept	Mark
13	B E (in either order) (She gets excellent marks in Science subjects, She would like to set up her own company.)	2

Question	Key ideas	Accept	Reject	Mark
14.1	it benefits society students get experience of the world of work	it's good for society and students get work experience	it's good for society and it's good experience	1

Question	Key ideas	Accept	Reject	Mark
14.2	he won't be able to work with ill people until he has his degree	they won't let him work with patients until he's qualified	he won't be allowed to work with patients until he has a title	1

Question	Accept			Mark
14.3	C (It would provide evidence of his people skills.)			1

Question	Key ideas	Accept	Reject	Mark
15.1	a project to help people in need in a foreign country	a project for helping poor people abroad		1

Question	Key ideas	Accept	Reject	Mark
15.2	Proud (because) he will improve/help the lives of the poor	(Accept different tenses)		1

Question	Accept	Mark
16.1	F (Widening certain roads)	1

Question	Accept	Mark
16.2	C (Improving parking facilities)	1

Question	Accept	Mark
16.3	D (Keeping the library open)	1

Question	Accept	Mark
17	Jobs he would like: C D (in either order) (Engineer, Lawyer) Jobs he would not like: A F (in either order) (Accountant, Postman)	4

Question	Key ideas	Accept	Reject	Mark
18	60,000 people have emigrated in search of work	60,000 (people) have left the country to get work	answers that leave out one of the elements	1

Question	Key ideas	Accept	Reject	Mark
19	half the population receive help from the government	half the people get government aid/support/benefits	answers that leave out one of the elements	1

Question	Key ideas	Accept	Reject	Mark
20	11% of babies are underweight at birth/when they are born	11% of babies have low birth weight	answers that leave out one of the elements	1

Question	Key ideas	Accept	Reject	Mark
21	many people lose their house(s)/home(s) through not paying the rent	lots of people become homeless because they can't pay the rent	answers that leave out one of the elements	1

Question	Accept	Mark
22.1	B (Fining people who do not use the different bins.)	1

Question	Key ideas	Accept	Reject	Mark
22.2	annoyed because they put all their rubbish in the same/one bin/container.	cross/angry/frustrated because they do not separate their rubbish	she is annoyed with them (on its own) they don't separate their rubbish (on its own)	1

Question	Accept	Mark
23.1	C (The residents have to put their rubbish out at night.)	1

Question	Key ideas	Accept	Reject	Mark
23.2	There is an unbearable smell that attracts lots of insects	There is a (terrible/awful/bad/intolerable) smell and lots of insects	there's a bad smell (on its own) lots of insects (on its own)	1

Question	Key ideas	Accept	Reject	Mark
24	read the lyrics	read/see the words	read a letter listen to music	1

Question	Key ideas	Accept	Reject	Mark
25	learn the language	study the language	speak the language	1

Question	Accept			Mark
26.1	P			1

Question	Accept			Mark
26.2	F			1

Question	Accept			Mark
27.1	A			1

Question	Accept			Mark
27.2	P			1

Question	Key ideas	Accept	Reject	Mark
28	(in either order) desagradable mentiroso		celoso (no) contenta	2

Question	Key ideas	Accept	Reject	Mark
29	(in either order) perezoso serio		cortés lo paso mal con él mal	2

Question	Accept			Mark
30	P+N			1

Question	Accept			Mark
31	P+N			1

Total = 50 marks