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**GCSE**  
**SPANISH**  
**8698/RH**

Higher Tier Paper 3 Reading

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**Mark scheme**

June 2019

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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](http://aqa.org.uk)

## Listening and Reading tests

### General principles of marking

#### Non-verbal answers

Follow the mark scheme as set out.

#### Verbal answers (English or target language)

1. The basic principle of assessment is that students should gain credit for what they know, understand and can do; provided their written response communicates the required message without ambiguity, it will get the mark. The following guidance should be borne in mind when marking.

- (a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. This applies whether the answer is in English or target language. A separate assessment of spelling, punctuation and grammar is not required because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.
  - (b) Where a student has given alternatives or additional information in an answer, the following criteria should be applied: - if the alternative/addition does not contradict the key idea/make it ambiguous, **accept** - If the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.
  - (c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.
  - (d) Where a question has more than one **section (eg (i) and (ii))**, a candidate may include as part of the answer to one section the information required to answer another section. Eg, in Listening, information required to answer section (ii) might be given as part of the answer to section (i). In such cases, credit should be given for having answered section (ii), provided that no incorrect answer has been given for that section in the correct place on the question paper.
2. In questions where students are asked to give for example a list of three items, only the first three items they write down should be considered for assessment purposes.
3. No mark scheme can cover all possible answers. When in doubt, look for the key idea.
4. Where a student has crossed out an answer and what was underneath remains legible then it should be marked. When part of an answer is crossed out, then only what remains should be considered.
5. .../. means that these are acceptable alternative answers in the mark scheme. (.....) means that this information is not needed for full marks to be awarded.
6. In questions which are T/F/? or √/X/? in either Section A or Section B, a mix and match approach should be tolerated and credit given where it is clear and unambiguous (eg consistent use by the candidate). If candidates write 'True' instead of 'V' for Verdad in Section B, this should also be credited despite the wrong language being used.

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

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

Question	Accept	Mark
01	(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
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<b>03.6</b>	P + N			1
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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

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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



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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

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<b>Question</b>	<b>Accept</b>	<b>Mark</b>
<b>09.1</b>	A	1

<b>Question</b>	<b>Accept</b>	<b>Mark</b>
<b>09.2</b>	B	1

<b>Question</b>	<b>Accept</b>	<b>Mark</b>
<b>09.3</b>	C	1

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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

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Question	Accept	Mark
11.1	B	1

Question	Accept	Mark
11.2	D	1

Question	Accept	Mark
11.3	E	1



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Question	Accept	Mark
12.1	B	1

Question	Accept	Mark
12.2	A	1

Question	Accept	Mark
12.3	B	1

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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 'mucho verdura'.	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	
				<b>Total marks</b>	<b>60</b>