
**GCSE
SPANISH
8698/RH**

Paper 3 Reading Higher Tier

Mark scheme

June 2024

Version: 1.0 Final



2 4 6 G 8 6 9 8 / R H / M S

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

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	P (past)	1

Question	Accept	Mark
01.2	N (now)	1

Question	Accept	Mark
01.3	F (future)	1

Question	Accept	Mark
01.4	P (past)	1

Question	Accept	Mark
02.1	B (It is for everyone.)	1

Question	Accept	Mark
02.2	C (It has improved his mental health.)	1

Question	Accept	Mark
02.3	C (To encourage people to exercise.)	1

Question	Accept	Mark
03.1	A + B (A vast amount of waste is generated at concerts. + Travelling to the stadium is the most environmentally damaging aspect of a concert.)	1

Question	Accept	Mark
03.2	A (Coldplay used low energy lighting for their concert in Chile.)	1

Question	Accept	Mark
03.3	B (The competition on exercise bikes generated enough energy for the concert in Peru.)	1

Question	Accept	Mark
03.4	A + B (Coldplay's actions show that the group is committed to protecting the environment. + Coldplay are hoping that other groups reduce their carbon footprint.)	1

Question	Key ideas	Accept	Reject	Mark
04.1	Lack of government help	The government is not providing enough / much support	No / less government help	1

Question	Key ideas	Accept	Reject	Mark
04.2	(They) do not have the necessary tools	(They) do not have the right skills	Tools (on its own)	1

Question	Key ideas	Accept	Reject	Mark
04.3	Lack of training	No education		1

Question	Key ideas	Accept	Reject	Mark
04.4	Second-hand toys	Used toys	Toys (on its own) Second-hand games	1

Question	Accept	Mark
05.1	B (in films.)	1

Question	Accept	Mark
05.2	A (in Argentina.)	1

Question	Accept	Mark
05.3	C (on dating apps.)	1

Question	Key ideas	Accept	Reject	Mark
06.1	(The) teaching is always good	(The) education is always good (The) teachers always teach well	The lessons / teachers are always good	1

Question	Key ideas	Accept	Reject	Mark
06.2	(She) hands (her) homework in on time	(She) submits / sends (her) homework on time	(She) does (her) homework on time	1

Question	Key ideas	Accept	Reject	Mark
06.3	Relatives support (her)	Relations / family help (her)	Parents help (her)	1

Question	Key ideas	Accept	Reject	Mark
06.4	(She) does not know if she will carry on studying	(She) has not decided if she is going/wants to continue with her studies	(She) does not know what she is going to carry on studying (She) does not know if she is going to stay on (at school)	1

Question	Accept	Mark
07.1	T (true)	1

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

Question	Accept	Mark
07.3	F (false)	1

Question	Accept	Mark
07.4	F (false)	1

Question	Accept	Mark
08.1	C (Since the end of October 2018)	1

Question	Accept	Mark
08.2	B (Advice and a warm welcome)	1

Question	Accept	Mark
08.3	C (He was charging his mobile)	1

Question	Accept	Mark
08.4	A (By earning the trust of the migrants)	1

Question	Key ideas	Accept	Reject	Mark
09.1	(If) it rains (To) get out of the rain	Rain (To) keep dry		1
Question	Key ideas	Accept	Reject	Mark
09.2	Do not bring/take them		Leave them at home / inside	1
Question	Key ideas	Accept	Reject	Mark
09.3	Pick up (the) rubbish	Collect litter Clear (up / away) (the) rubbish Clean up / away (the) litter Tidy up / away (the) rubbish	Throw away the rubbish (in the bin)	1

Question	Answer	Mark
10.1	In any order A (su cambio de domicilio) C (sus relaciones personales)	2

Question	Answer	Mark
10.2	In any order A (el cambio climático) B (los deportes acuáticos)	2

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

Question	Accept	Mark
11.2	B (irritada.)	1

Question	Accept	Mark
11.3	C (con dificultad.)	1

Question	Accept	Mark
11.4	B (preocupada.)	1

Question	Accept	Mark
12.1	C (sino)	1

Question	Accept	Mark
12.2	D (tampoco)	1

Question	Accept	Mark
12.3	E (ya)	1

Question	Accept	Mark
13.1	A (entiende)	1

Question	Accept	Mark
13.2	E (suspende)	1

Question	Accept	Mark
13.3	D (se esfuerza)	1

Question	Key ideas	Accept	Reject	Mark
14.1	(las) tiendas solidarias		tiendas (on its own)	1

Question	Key ideas	Accept	Reject	Mark
14.2	ropa de moda		ropa (on its own)	1

Question	Key ideas	Accept	Reject	Mark
14.3	(una) chaqueta de cuero		(una) chaqueta (on its own)	1

Question	Key ideas	Accept	Reject	Mark
14.4	(a) mitad de precio		mitad (on its own)	1

Question	Spanish	Key ideas	Accept	Reject	Mark
15	Desde hace años usamos tecnología en clase.	For years, we have been using technology in class.	For years, we have used IT in lessons.	For years we use / used IT in lessons. Since years we have been using technology in class.	1
	Cuando mi móvil dejó de funcionar,	When my mobile stopped working,	When my phone broke,		1
	me di cuenta de que	I realised (that)	I noticed (that)		1
	no puedo vivir sin él.	I cannot live without it.		I cannot live without him. <i>Wrong tense</i>	1
	Lo necesito para mis estudios	I need it for my studies		It is necessary for my studies I need it for studying / to study	1
	y para escuchar música también.	and (for) listening to music as well.	and also to listen to music.		1
	Mi cantante favorita es Shakira.	My favourite singer is Shakira.			1
	Hay que admirarla	You / I / We have to admire her	One must/has to admire her It is necessary to admire her		1

	por lo que consigue gracias a su organización solidaria.	for what she achieves thanks to her charity (organisation).	For what she manages to do through her charity (work)		1
			Total marks	60	