
GCSE
SPANISH
8698/RF

Foundation Tier Paper 3 Reading

Mark scheme

June 2022

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Listening and Reading tests

General principles of marking

Non-verbal answers

Follow the mark scheme as set out.

Verbal answers (English or target language)

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

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

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

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

Question	Accept	Mark
01.1	D (Hot food)	1

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

Question	Accept	Mark
01.3	E (New clothing)	1

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

Question	Accept	Mark
02.1	F (false)	1

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

Question	Accept	Mark
02.3	T (true)	1

Question	Accept	Mark
02.4	F (false)	1

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

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

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

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

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

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

Question	Accept	Mark
05.1	C (shoes)	1

Question	Accept	Mark
05.2	C (underground)	1

Question	Accept	Mark
05.3	A (wears glasses)	1

Question	Accept	Mark
06.1	N (now)	1

Question	Accept	Mark
06.2	P (past)	1

Question	Accept	Mark
06.3	P (past)	1

Question	Accept	Mark
06.4	F (future)	1

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

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

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

Question	Accept	Mark
08.1	A (annoyed)	1

Question	Accept	Mark
08.2	B (bored)	1

Question	Accept	Mark
08.3	F (tired)	1

Question	Accept	Mark
08.4	E (silly)	1

Question	Accept	Mark
09.1	B (Eating less meat)	1

Question	Accept	Mark
09.2	E (Using less petrol)	1

Question	Accept	Mark
09.3	D (Recycling paper)	1

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

Question	Accept	Mark
10.1	B (En la costa)	1

Question	Accept	Mark
10.2	A (Hace música)	1

Question	Accept	Mark
10.3	A (El cine)	1

Question	Accept	Mark
11.1	In any order C (La pantalla) D (La red)	2

Question	Accept	Mark
11.2	P (positiva)	1

Question	Accept	Mark
11.3	N (negativa)	1

Question	Key ideas	Accept	Reject	Mark
12.1	Suspender exámenes			1

Question	Key ideas	Accept	Reject	Mark
12.2	Cambiar las reglas			1

Question	Key ideas	Accept	Reject	Mark
12.3	Seguir la clase			1

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

Question	Accept	Mark
13.1	B (Sorprendida)	1

Question	Accept	Mark
13.2	P (positiva)	1

Question	Accept	Mark
13.3	A (Caramelos)	1

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

Question	Accept	Mark
14.1	D (Diego)	1

Question	Accept	Mark
14.2	E (Enrique)	1

Question	Accept	Mark
14.3	C (Carlos)	1

Question	Spanish	Key ideas	Accept	Reject	Mark
15	Mi padre es cocinero.	My father is a cook.	My dad is a chef.	My dad is a chief. My dad works in a kitchen.	1
	Dice que en su restaurante	He says (that) in his restaurant		He says that in a restaurant	1
	tiene que hacer	he has/you have to do	he has/you have to make		1
	un poco de todo,	a little of everything	a bit of everything		1
	pero le gusta más	but he likes (the) most/more	but he likes best but most of all he likes but he prefers		1
	crear menús originales.	creating original menus.	to create/make (an) original menu(s).		1
	Estudió en Francia	He studied in France	He did his studies in France	He studied in French	1
	con los mejores profesores.	with the best teachers.		with the oldest professors.	1
	Me gustaría trabajar para él.	I would like to work for him.	I should like to work for him.	I like/want to work for him.	1

Total marks	60
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