Rewarding Learning

General Certificate of Secondary Education
2022

# Spanish

## Unit 3: Reading

## Foundation Tier

**[GSH31]**

**FRIDAY 17 JUNE, MORNING**

# MARK SCHEME

**General Marking Instructions**

***Introduction***
Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

***Assessment objectives***
Below are the assessment objectives for **GCSE Spanish**.

Candidates must:

**AO1** Understand and respond to different types of spoken language;

**AO2** Communicate and interact effectively in speech;

**AO3** Understand and respond to different types of written language; and

**AO4** Communicate in writing.

***Quality of candidates' responses***
In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

***Flexibility in marking***
Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

***Positive marking***
Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Where candidate responses are unclear and do not follow the question rubric the following guidelines for marking may also be used:

Candidates ignore the instruction/misapply the rubric.

- If candidates are instructed to answer a question in English and answer in the Target Language, or vice versa, they cannot be awarded marks for this.
- When candidates are asked to select answers from a list and they select more than instructed, they will have one mark deducted from the total number of correct answers for every extra answer that they select, to a minimum mark of zero. For example if they are asked to select four correct phrases and they select five, they will have one mark taken off the total number of correct answers.
- If candidates are asked to select four and select six, they will have two marks taken off the total number of correct answers.

- If candidates are asked to select one answer and select more than one, they cannot receive any marks for the answer.

Candidates cross out a letter/untick a box.

- If it is clear to the marker that one answer has been de-selected and another selected, the mark can be awarded for a correct answer.

English/Target Language answers.

- Mark schemes will include the anticipated responses and some others deemed credit-worthy by the examining team. These answers will be discussed at the standardising meeting and may be added to.

Quality of English/Target Language.

- Where spelling and grammar in English or the Target Language impede understanding, candidates will not be awarded marks.

***Awarding zero marks***
Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

***Types of mark schemes***
Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

***Levels of response***
Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- ***Threshold performance:*** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- ***Intermediate performance:*** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- ***High performance:*** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

**COVID-19 Context**
Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

## Section A

| | | | | AVAILABLE MARKS |
|---|---|---|---|---|
| **1** | **(a)** | 4 years old | [1] | |
| | **(b)** | the park | [1] | 2 |
| **2** | **(a)** | relaxing | [1] | |
| | **(b)** | six | [1] | |
| | **(c)** | one hour | [1] | |
| | **(d)** | clean | [1] | 4 |
| **3** | **(a)** | 17 | [1] | |
| | **(b)** | 45 | [1] | |
| | **(c)** | (plastic) bags | [1] | |
| | **(d)** | the computer | [1] | 4 |
| **4** | **(a)** | quiet [1] green [1] (any order) | [2] | |
| | **(b)** | discos [1] young people [1] (any order) | [2] | |
| | **(c)** | go out [1] dance [1] (any order) | [2] | 6 |
| **5** | **(a)** | free wifi | [1] | |
| | **(b)** | football match/film (either/or) | [1] | 2 |
| **6** | **(a)** | he gets good marks | [1] | |
| | **(b)** | Chemistry | [1] | |
| | **(c)** | modern | [1] | |
| | **(d)** | It's (very) short | [1] | |
| | **(e)** | Two of:<br>exercise books/pencils/books | [2] | 6 |

| | | | | AVAILABLE MARKS |
|---|---|---|---|---|
| **7** | **(a)** | Any **two** from:<br>(very) big/blue/white | [2] | |
| | **(b)** | 100 000 | [1] | |
| | **(c)** | the road(s) | [1] | 4 |
| **8** | **(a)** | I want to be/a soldier | [2] | |
| | **(b)** | My grandparents have/a shoe shop | [2] | |
| | **(c)** | My sister works/in a bank | [2] | |
| | **(d)** | I would like to study/abroad | [2] | 8 |
| | | | **Section A** | **36** |

## Section B

| | | | | AVAILABLE MARKS |
|---|---|---|---|---|
| **9** | **(a)** | G | [1] | |
| | **(b)** | F | [1] | |
| | **(c)** | B | [1] | |
| | **(d)** | A | [1] | |
| | **(e)** | C | [1] | |
| | **(f)** | D | [1] | 6 |
| **10** | **(a)** | B | [1] | |
| | **(b)** | A | [1] | |
| | **(c)** | C | [1] | |
| | **(d)** | C | [1] | 4 |
| **11** | **(a)** | A | [1] | |
| | **(b)** | B | [1] | |
| | **(c)** | A | [1] | |
| | **(d)** | B | [1] | |
| | **(e)** | B | [1] | |
| | **(f)** | C | [1] | |
| | **(g)** | A | [1] | |
| | **(h)** | C | [1] | 8 |

| | | | AVAILABLE MARKS |
|---|---|---|---|
| **12** | **(a)** viejo | [1] | |
| | **(b)** propia | [1] | |
| | **(c)** estudiar | [1] | |
| | **(d)** encanta | [1] | |
| | **(e)** debajo | [1] | |
| | **(f)** vivía | [1] | 6 |
| | | **Section B** | **24** |
| | | **Total** | **60** |