



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	<p>Refs to:</p> <ul style="list-style-type: none"> • When he goes out • with his friends • she goes too. <p>Refs to:</p> <ul style="list-style-type: none"> • her phoning/calling him • at work • excessively 	<p>She goes with him and his friends wherever they go. She invites herself when he suggests going out with his friends</p> <p>She calls him at work a thousand times a day She calls him too much when he is at work</p>	<p>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</p> <p>She calls him at work She phones him a million times a day</p>	2

Question	Key ideas	Accept	Reject	Mark
8.2	Break/split up with her	<p>Not to marry her Not to go out with her any more The relationship cannot survive</p>	<p>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</p>	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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • (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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> If fame Has changed Her life 	Has fame changed your lifestyle? Do you think being famous changed/altered 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: <ul style="list-style-type: none"> 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>reparar</i> or <i>apuntes</i> alone reparar 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