

**GCSE
SPANISH
8698/LH**

Higher Tier Paper 1 Listening

Mark scheme

June 2020

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 | Key ideas | Accept | Reject | Mark |
|----------|------------------------------|--------|----------------------|------|
| 01 | chops (any kind of) spicy | hot | ribs/pork Mexican | 2 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|-----------------------|--------|---|------|
| 02 | strawberries sweet | sugary | strawberry cakes/yoghurt/fruit regional/sickly | 2 |

| Question | Accept | Mark |
|----------|---------------------------------|------|
| 03 | B (Concern over fish shortages) | 1 |

| Question | Accept | Mark |
|----------|--------------------------------|------|
| 04 | C (Privacy for marital status) | 1 |

| Question | Accept | Mark |
|----------|---------------------------------------|------|
| 05 | E (Prompt action saves rough sleeper) | 1 |

| Question | Accept | Mark |
|----------|--------------------------------|------|
| 06 | G (Travellers face disruption) | 1 |

| Question | Accept | Mark |
|----------|---------------------|------|
| 07 | F (Storms expected) | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|-----------|-----------------|---|------|
| 08 | news | news programmes | soaps, series, sitcoms, documentaries news and soaps | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|------------|--------|-----------------------------------|------|
| 09 | basketball | | cycling basketball and cycling | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|-----------|--------|--------------------------|------|
| 10 | drums | drum | piano drums and piano | 1 |

| Question | Accept | Mark |
|----------|-----------------------------|------|
| 11.1 | C (She wants help with it.) | 1 |

| Question | Accept | Mark |
|----------|----------------------|------|
| 11.2 | A (The school rule.) | 1 |

| Question | Accept | Mark |
|----------|-----------------------------------|------|
| 12.1 | C (It is the day after tomorrow.) | 1 |

| Question | Accept | Mark |
|----------|----------------------------|------|
| 12.2 | A (Knowing how to revise.) | 1 |

| Question | Accept | Mark |
|----------|---|------|
| 13 | B E (in either order) (She gets excellent marks in Science subjects, She would like to set up her own company.) | 2 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|--|--|--|------|
| 14.1 | it benefits society students get experience of the world of work | it's good for society and students get work experience | it's good for society and it's good experience | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|--|--|---|------|
| 14.2 | he won't be able to work with ill people until he has his degree | they won't let him work with patients until he's qualified | he won't be allowed to work with patients until he has a title | 1 |

| Question | Accept | Mark |
|----------|---|------|
| 14.3 | C (It would provide evidence of his people skills.) | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|---|--|--------|------|
| 15.1 | a project to help people in need in a foreign country | a project for helping poor people abroad | | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|--|---------------------------|--------|------|
| 15.2 | Proud (because) he will improve/help the lives of the poor | (Accept different tenses) | | 1 |

| Question | Accept | Mark |
|----------|----------------------------|------|
| 16.1 | F (Widening certain roads) | 1 |

| Question | Accept | Mark |
|----------|----------------------------------|------|
| 16.2 | C (Improving parking facilities) | 1 |

| Question | Accept | Mark |
|----------|------------------------------|------|
| 16.3 | D (Keeping the library open) | 1 |

| Question | Accept | Mark |
|----------|--|------|
| 17 | Jobs he would like: C D (in either order) (Engineer, Lawyer) Jobs he would not like: A F (in either order) (Accountant, Postman) | 4 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|--|---|--|------|
| 18 | 60,000 people have emigrated in search of work | 60,000 (people) have left the country to get work | answers that leave out one of the elements | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|--|---|--|------|
| 19 | half the population receive help from the government | half the people get government aid/support/benefits | answers that leave out one of the elements | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|---|-------------------------------------|--|------|
| 20 | 11% of babies are underweight at birth/when they are born | 11% of babies have low birth weight | answers that leave out one of the elements | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|---|--|--|------|
| 21 | many people lose their house(s)/home(s) through not paying the rent | lots of people become homeless because they can't pay the rent | answers that leave out one of the elements | 1 |

| Question | Accept | Mark |
|----------|--|------|
| 22.1 | B (Fining people who do not use the different bins.) | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|---|---|---|------|
| 22.2 | annoyed because they put all their rubbish in the same/one bin/container. | cross/angry/frustrated because they do not separate their rubbish | she is annoyed with them (on its own) they don't separate their rubbish (on its own) | 1 |

| Question | Accept | Mark |
|----------|---|------|
| 23.1 | C (The residents have to put their rubbish out at night.) | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|--|---|--|------|
| 23.2 | There is an unbearable smell that attracts lots of insects | There is a (terrible/awful/bad/intolerable) smell and lots of insects | there's a bad smell (on its own) lots of insects (on its own) | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|-----------------|--------------------|----------------------------------|------|
| 24 | read the lyrics | read/see the words | read a letter listen to music | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|--------------------|--------------------|--------------------|------|
| 25 | learn the language | study the language | speak the language | 1 |

| Question | Accept | | | Mark |
|----------|--------|--|--|------|
| 26.1 | P | | | 1 |

| Question | Accept | | | Mark |
|----------|--------|--|--|------|
| 26.2 | F | | | 1 |

| Question | Accept | | | Mark |
|----------|--------|--|--|------|
| 27.1 | A | | | 1 |

| Question | Accept | | | Mark |
|----------|--------|--|--|------|
| 27.2 | P | | | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|--|--------|-------------------------|------|
| 28 | (in either order) desagradable mentiroso | | celoso (no) contenta | 2 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|--|--------|-------------------------------------|------|
| 29 | (in either order) perezoso serio | | cortés lo paso mal con él mal | 2 |

| Question | Accept | | | Mark |
|----------|--------|--|--|------|
| 30 | P+N | | | 1 |

| Question | Accept | | | Mark |
|----------|--------|--|--|------|
| 31 | P+N | | | 1 |

Total = 50 marks