



GCSE MARKING SCHEME

SUMMER 2024

**SPANISH - COMPONENT 3
READING - HIGHER TIER
C810UC0-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

GCSE SPANISH

COMPONENT 3: READING HIGHER TIER (60 marks)

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General Advice

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by all.

A detailed mark scheme is provided but further answers will be discussed at the examiners' conference in the light of candidates' scripts.

Figures and numbers are acceptable and this is stated in the notes to candidates.

Additional incorrect information given by the candidate must be disregarded as long as the correct answer has been given unless the incorrect information obviously contradicts or modifies what has been written.

When extra boxes are ticked or additional answers given, the correct answers are credited and the incorrect ones subtracted. If candidates hedge their bets (give two contradictory answers), the marks awarded are +1 -1 = 0.

Where information given for example in brackets or with an oblique (unless considered an alternative answer) makes the answer more ambiguous a mark is deducted.

On some occasions there may be only a partial, incomplete or ambiguous answer and we need to look at these on an individual basis.

Answers in English which have English spelling which is incorrect but understandable and which does not interfere with the message communicated will be generally accepted.

Translation into English

Suggested translations of each sentence or passage are provided in the mark scheme. Each sentence or section is credited with 1 or 0 marks. Possible alternatives will be looked at on an individual basis. English spelling which is incorrect but understandable and does not interfere with the message communicated will be generally accepted.

The marks awarded for each question should be shown in the margin by the question. These should be totalled and the total shown at the bottom of the margin on the final page.

When writing or speaking about themselves, gender identification should not be an issue as they should be using first-person pronouns. If candidates choose to write or speak in the third-person, they must be consistent in their pronoun choices, for example, use of 'they/them/xhe/xhe' should not be seen as grammatically incorrect if the candidate is consistently using the chosen pronoun throughout their writing. Please be mindful of candidates' choices in assessing all work. When discussing another individual in the third person where gender or gender preference is unknown or undisclosed, WJEC expects consistent application of the gender agreement of the candidate's choice, for example, the discussion of a writer's craft could make reference to 'him/her' or 'they'.

Marking reminders

- Ensure marks awarded tally with the number of marks allocated
- Check the number of details required in the response
- Check mathematical additions when totalling marks

HIGHER TIER READING (60 marks)

Question 1 [6]

- (a) ... the importance of physical activity/exercise. [1]
- (b) ... don't do any sport. [1]
- (c) ... more hours of sports education in schools. [1]
- (d) ... use of mobiles. [1]
- OR** ... they spend hours playing videogames.
- (e) Any **two** of: running / cycling / swimming / moving more. [2]

Question 2 [6]

- (a) He had to say goodbye to his mother. [1]
- (b) Violence/dangers. [1]
- (c) Any **one** of: rucksacks / something to eat / change of clothes. [1]
- (d) He saw lights. [1]
- (e) Any **one** of: [1]
- A neighbour will come out to see what's going on
 - Someone is going to attack them
- (f) On bicycles. [1]

Question 3 [6]

- (a) Arantxa [1]
- (b) Marta [1]
- (c) Tomás [1]
- (d) Marta [1]
- (e) Javi [1]
- (f) Tomás [1]

Question 4**[6]**

(a) Según Maya, trabajar como voluntario te...

[1]

cansa.	
cambia.	✓
aburre.	

(b) En su trabajo, Maya ...

[1]

organiza eventos religiosos.	
lava platos.	
reparte comida.	✓

(c) Joaquín menciona ...

[2]

una causa local.	✓
el dinero.	
las casas.	
la ropa.	✓
los almacenes.	

(d) Rosario trabaja como voluntario con los...

[1]

profesores.	
enfermos.	
animales.	✓

(e) Su trabajo le permite...

[1]

estar de buen humor.	
mantenerse en forma.	✓
apoyar a otra gente.	

Question 5

¿Cuál de los textos menciona...

[6]

	Letra
... donde está situado el edificio?	b
... visitas durante el verano?	c
... la fecha de construcción?	d
... los matrimonios?	a
... el arte?	c
... el transporte público?	d

[1]

[1]

[1]

[1]

[1]

[1]

Question 6

[8]

What exactly this article is about?	After-school activities	[1]
Write three details about the activity offered at colegio Parque	- Pupils learn cookery skills - Class is conducted in English - Make a meal for their parents	[3]
Write three details about the activity offered at colegio Tajamar	- Pupils learn how to do domestic chores - Removes sexist prejudice - Pupils learn about using money for shopping	[3]
Write one detail about the activity offered at colegio Escolàpies	Any one from: - Visit TV studios - Can make video reports	[1]

Question 7

[8]

- (a) Sunny **OR** cold. [1]
- (b) Winter. [1]
- (c) Choir **OR** singing. [1]
- (d) Any **two** from:
against the doors / against the windows / on the children's heads [2]
- (e) Ate the sweets. [1]
- (f) Eat with them. [1]
- (g) Any **one** from:
 They had delicious stew/good red wine
 They usually spent less money on fiestas in winter [1]

Question 8 **[8]**

- (a) Good for (mental/emotional) well-being. [1]
- (b) Any **two** from: [2]
- Doing (daily) exercise
 - Meditating
 - Going to yoga classes
- (c) When they can't go on holiday. [1]
- (d) Any **three** from: [3]
- The feel of the sun on their skin
 - Going to an unknown city
 - Going somewhere where a different language is spoken
 - Having a connection with the local community
- (e) The chance to have a rest. [1]

Question 9 **[6]**

Spanish	*Reward 1 mark for each section
Encontrar un trabajo es bastante difícil hoy en día.	Finding a job is quite difficult nowadays.
Carlos decidió buscar empleo en una empresa local.	Carlos decided to look for a job with a local company.
Mandó su currículum e informaciones sobre su formación.	He sent his CV and information about his training.
Carlos hizo prácticas laborales en una oficina.	Carlos did work experience in an office.
Después de una semana, le invitaron a una entrevista.	After a week, he was invited /they invited him to an interview.
Afortunadamente, empezará su nuevo puesto el mes que viene.	Fortunately, he will begin his new job next month.

*To be discussed at examiners' conference