



GCSE MARKING SCHEME

SUMMER 2024

**SPANISH – COMPONENT 3
READING – FOUNDATION TIER
C810U30-1**

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 (60 marks)

SUMMER 2024 MARK SCHEME

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.

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/xe/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'.

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.

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

Question 1**[6]**

bad-tempered?	b
cheerful?	
punctual?	e
funny?	
nervous?	d
friendly?	f
shy?	a
strong?	c

Question 2**[6]**

				
Lucas		✓		[1]
Elena		✓		[1]
David	✓			[1]
Victoria			✓	[1]
Oscar			✓	[1]
Ana	✓			[1]

Question 3**[6]**

Esta persona....	Letra	
tiene que estudiar mucho en casa.	c	[1]
quiere aprender la biología y la química.	b	[1]
quisiera ser artista un día.	h	[1]
encuentra la historia muy interesante.	e	[1]
piensa que los idiomas son fascinantes.	f	[1]
prefiere leer novelas y poesía.	d	[1]

Question 4

[6]

Málaga, 25 de junio

Estimado señor,

Me llamo Marta González. Estoy buscando un empleo a tiempo parcial. Puedo trabajar los sábados y durante las vacaciones escolares. Durante la semana, estudio en el instituto.

Me llevo bien con la gente - soy muy sociable y trabajadora. El mes pasado, hice unas prácticas en una tienda de mi barrio. Tengo cartas de referencia y le mando mi currículum.

Question 5

[6]

(a) According to the website, the Atacama region offers:

[2]

good shopping.	
historical sites.	✓
quiet campsites.	
nice beaches.	✓
picnic areas.	

(b) In the Tarapica region,

[2]

you can go camping.	
team sports are very popular.	
animals are often seen.	✓
water sports are expensive.	
the food is very varied.	✓

- (c) The Coquimbo region has... [2]

a rainy climate.	
interesting cities.	
delicious fruits.	✓
facilities for hiking.	
clear skies.	✓

Question 6 [6]

(a) How long Mr Romero has worked in the hotel.	10 years	[1]
(b) His description of the food in the parador. Write two details.	Any two of : - Traditional cooking - Connected to the local area - Uses local / regional ingredients / products / produce	[2]
(c) His favourite ingredients. Write two details.	Any two of : - Ham (Local) cheese(s) - Cod	[2]
(d) The reason why he recommends the <i>tapa</i> that he created.	It/he won a competition	[1]

Question 7 [6]

- (a) Any **one of**: Summer camp, in mountains [1]
- (b) Any **two of**: [2]
 - Family lived in the city.
 - Went to university/studied economics.
 - Liked classical music.
- (c) Any **two of**: [2]
 - Family lived on a farm.
 - Left school at sixteen.
 - Liked (heavy) rock (music).
- (d) Nico worked in Mario's company/ they worked/enjoyed working together. [1]

Question 8 [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**: [2]
running / cycling / swimming / moving more.

Question 9 [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 10**[6]**

Spanish	*Reward 1 mark for each section	
Tengo una amiga que vive en la capital.	I have a friend who lives in the capital.	[1]
Su hermana tiene un cumpleaños en agosto.	Her sister has a birthday in August.	[1]
Mi familia y yo vamos a viajar allí en coche.	My family and I are going to travel there by car.	[1]
El sábado pasado, fuimos a una fiesta.	Last Saturday, we went to a party.	[1]
Todo el mundo bailó hasta la medianoche.	Everyone danced until midnight.	[1]
Yo estaba muy cansada el domingo.	I was very tired on Sunday.	[1]

*To be discussed at examiners' conference