

OXFORD AQA

INTERNATIONAL QUALIFICATIONS

INTERNATIONAL GCSE

SPANISH

9269/R

Paper 3 Reading

Mark scheme

Specimen

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	Accept	Mark
01.1	E (Wear trainers)	1

Question	Accept	Mark
01.2	B (Leave rubbish)	1

Question	Accept	Mark
01.3	C (Run around)	1

Question	Key ideas	Accept	Reject	Mark
02.1	Games room	Room for games		1

Question	Key ideas	Accept	Reject	Mark
02.2	Gym	Gyymnasium		1

Question	Key ideas	Accept	Reject	Mark
02.3	Mountains			1

Question	Key ideas	Accept	Reject	Mark
02.4	Twelve	12		1

Question	Key ideas	Accept	Reject	Mark
03.1	Activity: Sell cakes Charity organisation: Old people's home	Cake sale Care/Nursing home		2

Question	Key ideas	Accept	Reject	Mark
03.2	Activity: Wash cars Charity organisation: Environment group			2

Question	Accept	Mark
04.1	F (Future)	1

Question	Accept	Mark
04.2	N (Now)	1

Question	Accept	Mark
04.3	F (Future)	1

Question	Accept	Mark
04.4	P (Past)	1

Question	Key ideas	Accept	Reject	Mark
05.1	<p>Advantage: they play very well together</p> <p>Disadvantage: Either There is rivalry between him and his brother. Or His brother is jealous of his success.</p>	<p>When they get together, they play really well</p> <p>His brother is /has become a rival.</p>		2

Question	Key ideas	Accept	Reject	Mark
05.2	<p>Advantage: he can now earn a living as a pianist</p> <p>Disadvantage: he couldn't play with his friends</p>	<p>He makes a living playing the piano</p> <p>Not being able to play with friends</p>		2

Question	Accept	Mark
06.1	A (Parents)	1

Question	Accept	Mark
06.2	B (They play less than other nationalities)	1

Question	Accept	Mark
06.3	A (generate more money than other hobbies.)	1

Question	Key ideas	Accept	Reject	Mark
07.1	They never agree (on what to do at the fair).	They all want to do something different. They can't reach an agreement.		1

Question	Key ideas	Accept	Reject	Mark
07.2	Dance workshops	Dance classes	Dance (on its own)	1

Question	Key ideas	Accept	Reject	Mark
07.3	It's been announced on the radio	They advertised it on the radio		1

Question	Key ideas	Accept	Reject	Mark
07.4	The public will spend more	People will spend more money		1

Question	Accept	Mark
08.1	P+N (Positive and negative)	1

Question	Accept	Mark
08.2	P+N (Positive and negative)	1

Question	Accept	Mark
08.3	P (Positive)	1

Question	Key ideas	Accept	Reject	Mark
09.1	When she is away from home she misses her family.	She misses her family when she is far from home.		1

Question	Key ideas	Accept	Reject	Mark
09.2	Her ideal friend would always tell her the truth.			1

Question	Key ideas	Accept	Reject	Mark
09.3	When she finishes her homework, she revises her notes (from today's lessons)	She looks over her classwork after finishing her homework.		1

Question	Key ideas	Accept	Reject	Mark
09.4	She would never tell anyone her friend's secret	She would never give away a secret		1

Question	Accept	Mark
10	In any order: A D E	3

Question	Accept	Mark
11	In any order: B E F	3

Question	Accept	Mark
12	In this order: E A B D	4

Question	Accept	Mark
13.1	B (un poco diferente)	1

Question	Accept	Mark
13.2	C (van a trabajar juntos en el programa el año que viene.)	1

Question	Accept	Mark
13.3	B (más que el año pasado.)	1

Question	Accept	Mark
13.4	A (por teléfono)	1

Question	Key ideas	Accept	Reject	Mark
14.1	Pasado calor Futuro chubascos			2

Question	Key ideas	Accept	Reject	Mark
14.2	Pasado Frío Hoy Niebla	Helado		2

Question		Key ideas	Accept	Reject	Mark
15	Me gusta pasar tiempo chateando	I like spending time chatting	I like to spend time chatting	Wrong tense	1
	con amigos en las redes sociales	to friends on social networks	with friends on social networks		1
	y, a veces, estudiamos también.	and sometimes we study as well.	and we sometimes study too.		1
	Ayer, compartimos ideas sobre la dieta porque	Yesterday we shared ideas about diet because			1
	quiero comer comida más saludable en el futuro.	I want to eat healthier food in the future.	more healthy food in the future.	Omission of 'more'	1
	Voy a trabajar como voluntario este verano,	I am going to work as a volunteer this summer	I am going to do voluntary work this summer		1
	pero no sé si debería	but I don't know if I should	but I don't know if I ought to		1
	hacer algo con el medio ambiente	do something with the environment			1
	o ayudando a los pobres.	or helping the poor.	or to help the poor.		1
				Total marks	60