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# **GCSE MARKING SCHEME**

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**SUMMER 2024**

**GCSE  
SPANISH - UNIT 3  
READING - FOUNDATION TIER  
3810U30-1**

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## 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.

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## WJEC GCSE SPANISH

### UNIT 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. Answers in Spanish which have Spanish spelling which is incorrect but understandable 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.

#### 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

The following pages contain the mark schemes for Foundation tier.
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**Question 1****[6]**

Read the information about local attractions.

Write **two** numbers for each statement.

(a)	La galería de arte está abierta todos los días. La cafetería vende bocadillos deliciosos.	<b>7</b>	<b>8</b>	[2]
(b)	El castillo antiguo es fascinante. Tiene una tienda de recuerdos muy grande.	<b>5</b>	<b>1</b>	[2]
(c)	El centro deportivo es un edificio muy moderno. El aparcamiento es gratis.	<b>6</b>	<b>3</b>	[2]

<b>1</b>	Buy souvenirs
<b>2</b>	Discounts
<b>3</b>	Free parking
<b>4</b>	Guided tours
<b>5</b>	Historical monuments
<b>6</b>	Modern building
<b>7</b>	Open every day
<b>8</b>	Tasty sandwiches

**Question 2**

**[6]**

Lee la información sobre las actividades extraescolares en el Instituto San José.

Escribe el número correcto en la casilla.

(a)	Vendo pasteles en el colegio.	<b>6</b>
(b)	Lavo los coches de los profesores.	<b>3</b>
(c)	Corro diez kilómetros.	<b>8</b>
(d)	Dono dinero a una organización.	<b>2</b>
(e)	Doy ropa a una tienda benéfica.	<b>7</b>
(f)	Organizo un concierto en el barrio.	<b>4</b>

[1]

[1]

[1]

[1]

[1]

[1]

1		2	
3		4	
5		6	
7		8	

**Question 3****[6]**

Lee las opiniones de estos jóvenes sobre su trabajo ideal.

**Escribe el número correcto para cada persona.**

(a)	Quisiera viajar por todo el mundo.	<b>5</b>	[1]
(b)	Me gusta la idea de ayudar a la gente con sus problemas legales.	<b>2</b>	[1]
(c)	Mi ambición es diseñar casas ecológicas.	<b>1</b>	[1]
(d)	Me encantan los coches y las motocicletas.	<b>8</b>	[1]
(e)	Lo que me interesa es cuidar a las personas enfermas.	<b>3</b>	[1]
(f)	Creo que la educación de los niños es muy importante.	<b>4</b>	[1]

<b>1</b>	arquitecto/a
<b>2</b>	abogado/a
<b>3</b>	médico/a
<b>4</b>	profesor/a
<b>5</b>	piloto
<b>6</b>	bombero/a
<b>7</b>	contable
<b>8</b>	mecánico/a

**Question 4****[6]**

Lee la información sobre los móviles. Completa las frases usando palabras de la lista.

Escribe la letra correcta en la casilla.

- |     |   |
|-----|---|
| (a) | Este ... <b>(i)</b> ... tiene una pantalla muy grande.            |
| (b) | La ... <b>(ii)</b> ... profesional te da fotos fantásticas.       |
| (c) | Está disponible en una ... <b>(iii)</b> ... de colores vibrantes. |
| (d) | Se puede oír bien gracias al ... <b>(iv)</b> ... perfecto.        |
| (e) | La ... <b>(v)</b> ... se descarga rápidamente.                    |
| (f) | Navegar la ... <b>(vi)</b> ... es muy fácil y conveniente.        |

<b>A</b>	música
<b>B</b>	variedad
<b>C</b>	correo
<b>D</b>	móvil
<b>E</b>	sonido
<b>F</b>	red
<b>G</b>	cámara
<b>H</b>	juego

<b>(i)</b>	<b>D</b>	[1]
<b>(ii)</b>	<b>G</b>	[1]
<b>(iii)</b>	<b>B</b>	[1]
<b>(iv)</b>	<b>E</b>	[1]
<b>(v)</b>	<b>A</b>	[1]
<b>(vi)</b>	<b>F</b>	[1]

**Question 5****[6]**

Read this notice about a post-16 exchange programme.

Answer the questions **in English**.

Los intercambios juveniles permiten a jóvenes visitar un país extranjero, alojarse con una familia que vive allí y hacer un programa de trabajo. Durante el intercambio, los participantes desarrollan habilidades prácticas, aprenden sobre problemas sociales y descubren nuevos estilos de vida.

**Buscamos a personas con:**

- interés por relacionarse con otras nacionalidades
- experiencia de trabajo en equipo
- conocimientos de inglés
- ante todo, una actitud positiva.

- (a) What does the exchange programme allow you to do? Tick the correct (✓) box. [1]

stay with someone local	✓
study a course	
teach a foreign language	

- (b) What will you learn about during the exchange programme? Write **two** details. [2]

**Any two: practical skills / social issues / new lifestyles**

- (c) What are the organisers looking for? Write **three** details. [3]

**Any three:**

- **interest in other nationalities**
- **experience of teamwork, must say team**
- **knowledge of English, or 'able to speak'. Not just 'English / communicate in English'**
- **positive attitude**

**Question 6****[6]**

Read the extract adapted from the novel *'Rincones Tenebrosos'* by Fabián Sevilla.

Answer the questions **in English**.

¡Hacer un campamento en el bosque! A los chicos y chicas que iban al club de vacaciones les encantó la idea de dormir bajo los árboles.

Sin embargo, dentro de unas pocas horas, los chicos empezaban a aburrirse y quejarse.

- *'Esto es peor que el colegio!'* dijo Delfina.

Los otros estuvieron de acuerdo, ya que los coordinadores del club habían organizado un estricto plan de actividades.

Afortunadamente, los coordinadores les informaron que el sábado tendrían un día libre y no habría nada planeado. Los chicos decidieron hacer una excursión al río.

(a) Write two details about where the children were staying. [2]

**Any two:**

- **camping / woods**
- **under the trees**
- **holiday club**

(b) What was Delfina's complaint? [1]

**It was worse than school**

(c) Why did the others agree with her? [1]

**There was a strict plan of activities / too strict**

(d) What was the good thing about Saturday? [1]

**A free day / nothing planned**

(e) What did the children decide to do? [1]

**Go to the river / go on an excursion**

**Question 7****[6]**

Read this article from a Spanish blog.

Complete the table **in English**.

Las asignaturas creativas, sobre todo el arte y la música, son una parte importantísima del desarrollo personal de los alumnos.

Cuando están solos, los niños dibujan, cantan, saltan, se mueven. Todas las artes implican movimiento.

Además, en los últimos años, se ha demostrado que los niños con una educación artística rica tienen mejor salud mental, menos problemas escolares, menos probabilidad de tomar drogas y mejores resultados académicos.

(a) What is the subject of the article?	<b>Creative <u>subjects</u> / art and music / personal development</b>	[1]
(b) What do children do when they are on their own? Write <b>two</b> details	<b>Any two: draw / sing / jump / move Accept 'art' or 'sketch' but not paint</b>	[2]
(c) What are the benefits for the children? Write <b>three</b> details.	<b>Any three: better mental health / fewer school problems / less likely to take drugs / better results in school</b>	[3]

**Question 8****[6]**

Read the article about Spanish Olympic athlete, Adriana Cerezo.

Answer the questions **in English**.

Adriana Cerezo compite en el deporte de taekwondo. Se enamoró de este deporte viendo películas de artes marciales.

Fue su abuelo quien la llevó a un gimnasio en secreto para practicar el taekwondo cuando solo tenía cuatro años, dado que las preferencias de sus padres eran claras: gimnasia, patinaje... pero ningún arte marcial.

De hecho, sus padres no lo supieron hasta su primer examen de cinturón. Aunque no ha sido fácil combinar los entrenamientos con el instituto, asegura que el taekwondo es su pasión.

(a) How did Adriana fall in love with Taekwondo? [1]

**Watching (martial arts) films / videos / clips**

(b) How did she start her career? Write **two** details. [2]

**Any two:**

- **her grandfather took her to the gym, must mention gym**
- **she went to the gym in secret / practised in secret**
- **she started when she was 4**

(c) What did her parents want her to do? Write **one** detail. [1]

**Gymnastics / skating / not martial arts**

(d) When did her parents find out? [1]

**When she did her first exam / grading, not 'after', must specify 'first'**

(e) What is difficult for her? [1]

**Combining studies / school work and training / fitting in her school work, must specify school work**

**Question 9****[6]**

Read the extract adapted from *'Extrañas Criaturas'* by Mariela Slosse.

Answer the questions **in English**.

Ignacio nunca falta a la cita. El punto de reunión es el mismo de todos los años: el cementerio abandonado.

Muchos de sus amigos prefieren no acercarse a este lugar desierto porque les da miedo, en especial en la noche de esta fiesta tan espantosa, porque prefieren disfrazarse y comer caramelos.

Para Ignacio, es la noche más divertida del año porque puede escuchar las historias de terror narradas por el grupo de chicos que descubrió hace unos años.

Ignacio tiene que cruzar todo el cementerio para llegar al punto de encuentro. Dobla a la izquierda y corre. En ese sector están las estatuas rotas, arruinadas por la lluvia y el viento. Esa parte no le gusta para nada. Tiene la sensación de que las estatuas lo persiguen.

Ignacio ve a unos chicos sentados sobre unas tumbas. Se esconde detrás de una estatua grande porque no quiere interrumpir y no quiere que le descubran.

- (a) Write **one** detail about the meeting place. [1]

**Cemetery / abandoned / deserted /always the same place**

- (b) How do Ignacio's friends feel about the meeting place? [1]

**They are scared**

- (c) What do Ignacio's friends prefer to do? Write **one** detail. [1]

**Dress up / eat sweets**

**Do not accept caramel alone, but accept if the word 'sweet' is also there**

- (d) What exactly does Ignacio enjoy about this night? [1]

**Listening to (horror) stories**

**Do not accept history**

- (e) What are the statues like? Write **one** detail. [1]

**Broken statues / damaged by the wind / rain / he feels they are following him, if saying ruined or damaged, it must specify by wind / rain**

- (f) Why does he hide from the others? Write **one** detail. [1]

**He doesn't want to interrupt (disturb) / he doesn't want them to discover him**

**Question 10**

**[6]**

Read the following text and translate **into English**.

Cada día cojo el autobús para ir al colegio. Afortunadamente, la parada está cerca de mi casa. Creo que el transporte público es útil pero los billetes son muy caros. Ayer hubo un accidente y llegué tarde a clase.

**Every day I catch the bus (to go) to school.** [1]

**Fortunately, the stop is near my house.** [1]

**I think public transport is useful** [1]

**but the tickets are very expensive.** [1]

**Yesterday there was an accident** [1]

**and I arrived late at class.** [1]