



GCSE SPANISH 8698/RH

Paper 3 Reading Higher Tier

Mark scheme

June 2025

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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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	B (got married)	1

Question	Accept	Mark
01.2	C (moved to the USA)	1

Question	Accept	Mark
01.3	A (celebrated an important anniversary)	1

Question	Accept	Mark
02.1	F (false)	1

Question	Accept	Mark
02.2	T (true)	1

Question	Accept	Mark
02.3	NM (not mentioned)	1

Question	Accept	Mark
02.4	T (true)	1

Question	Accept	Mark
02.5	F (false)	1

Question	Accept	Mark
03.1	C (Ángela wants to be a primary school teacher in the future.)	1

Question	Accept	Mark
03.2	B (Ángela is still studying.)	1

Question	Accept	Mark
03.3	A (David failed a lot of exams in the past.)	1

Question	Accept	Mark
03.4	B (David does not want to work for his cousin.)	1

Question	Key idea	Accept	Reject	Mark
04.1	Nearly/Almost no private life	Hardly (ever) has (any) privacy Not much (of a) private life	No privacy/private life	1

Question	Key idea	Accept	Reject	Mark
04.2	Accountant	Accounting/Accountancy	A job like her (older) sister('s) To work with her sister	1

Question	Key idea	Accept	Reject	Mark
04.3	(She) did not pay the rent	(She) cannot pay/afford the rent (She) could not pay for the accommodation	(She) did not pay the bills They did not pay the rent	1

Question	Key idea	Accept	Reject	Mark
04.4	Find work	Get a job/employment	Look/apply for a job	1

Question	Key idea	Accept	Reject	Mark
04.5	Leave (secondary) education	Not finish school/studies Leave/left school Drop(ped) out of school	Drop classes/courses	1

Question	Key idea	Accept	Reject	Mark
04.6	(She) misses them		She misses them less	1

Question	Key idea	Accept	Reject	Mark
05.1	Behaviour is never bad	Student(s') behaviour is never bad	She never behaves badly	1

Question	Key idea	Accept	Reject	Mark
05.2	Students are from all over the world	Pupils come from around the world/many countries	Students/classmates are from everywhere They/people are from all over the world	1

Question	Key idea	Accept	Reject	Mark
05.3	Weekly assessments in all subjects	Tests/exams/evaluations in each subject every week	Weekly assessments in all lessons/classes	1

Question	Key idea	Accept	Reject	Mark
05.4	Parents (can) talk to him/her/them whenever (they want)	He/She/They talk(s) to parents when they like		1

Question	Accept			Mark
06.1	B (as a creative youngster.)			1

Question	Accept			Mark
06.2	A + B (school work and family commitments. + lack of time and motivation.)			1

Question	Accept	Mark
06.3	B (doing things we enjoy is good for us.)	1

Question	Accept	Mark
06.4	A (go back to one of his old hobbies.)	1

Question	Accept	Mark
07.1	B (damaging her health.)	1

Question	Accept	Mark
07.2	C (smoke in front of Pablo.)	1

Question	Accept	Mark
07.3	B (anti-smoking adverts on cigarette packets.)	1

Question	Accept	Mark
08.1	B (A nasty incident from her childhood.)	1

Question	Accept	Mark
08.2	A (She was following her boss's instructions.)	1

Question	Accept	Mark
08.3	C (She is unpleasant to her.)	1

Question	Accept	Mark
08.4	B (Sad and different.)	1

Question	Accept	Mark
09.1	Aspecto favorito: B (Los postres) Razón: 4 (Variados)	1 1

Question	Accept	Mark
09.2	Aspecto favorito: A (Los mariscos) Razón: 3 (Típicos)	1 1

Question	Accept	Mark
10.1	A (igualdad de derechos.)	1

Question	Accept	Mark
10.2	A (le ayude con la familia y las tareas de la casa.)	1

Question	Accept	Mark
10.3	B (con libertad.)	1

Question	Accept	Mark
11.1	B (atento)	1

Question	Accept	Mark
11.2	C (difícil)	1

Question	Accept	Mark
11.3	D (nocivo)	1

Question	Accept	Mark
12.1	F (falsa)	1

Question	Accept	Mark
12.2	V (verdadera)	1

Question	Accept	Mark
12.3	NM (no mencionada)	1

Question	Accept	Mark
12.4	F (falsa)	1

Question	Key idea	Accept	Reject	Mark
13.1	Productos químicos	Químicos	Productos (on its own)	1

Question	Key idea	Accept	Reject	Mark
13.2	Paso subterráneo		Paso (on its own) subterráneo (on its own) andar por el paso subterráneo	1

Question	Key idea	Accept	Reject	Mark
13.3	Parque infantil		Parque (on its own) infantil (on its own) Centro comercial	1

Question	Key idea	Accept	Reject	Mark
13.4	Plaza de toros		Plaza (on its own) toros (on its own)	1

Question	Spanish	Key idea	Accept	Reject	Mark
14	El año pasado mi tío diseñó	Last year my uncle designed		Last year my uncle set up/put up/created	1
	la página web del festival de nuestro pueblo.	The/A web page for our town's festival.	our village's festival website the website about the festival(s) of our village our village festival's website.		1
	Ha tenido bastante éxito.	It/He has been quite successful.	It/(S)he (has) had quite a lot of success. They were quite successful.	<i>(Present or Future time frame)</i>	1
	Ahora es posible comprar las entradas en línea.	Now it is possible to buy (the entrance) tickets online.	Now it is possible to buy (the) entries online. Now you can buy a/the ticket online.	entrances in line	1
	Me encantaría ayudarle	I would love to help him/her/them		I would like to help him/her/them	1
	cuando tenga dieciocho años,	when I am eighteen,	when I turn 18,		1
	pero voy a trabajar en una organización benéfica.	but I am going to work in a charitable organisation.	but I will work for a charity. but I will work at/with/in a charity.	but I will work for charity. but I will work in a benefit/beneficial organisation/ charity shop. <i>(Present or Past time frame)</i>	1
	Podré comprender mucho mejor	I will be able to understand much better	I will be able to have a much better understanding of	<i>(Present or Past time frame)</i>	1
	los problemas de los menos afortunados.	the problems of the less/least fortunate.	the problems of/for people/those who are less/least fortunate/lucky. the problems the less/least fortunate have/face.	the problems of the unfortunate.	1

Total marks = 60