GCSE

SPANISH

8692/RF

Paper 3 Reading – Sample assessment materials

Item commentary booklet – Foundation tier

Questions 1–4

Level of demand Low (4 marks)

Rationale for item type
A straightforward set of matching tasks on the topic of education. Students are required to identify subjects.

Content sampled (vocab/grammar)
Key vocabulary: dibujo, informática, alemán, ciencias.

Mark scheme considerations
This is a very familiar topic with clear instructions for students.

Accessibility considerations
This set of questions has short and accessible texts on a familiar topic to give students a confident start to the paper. The amount of reading required by students in this set of questions is very small, in order to help match the requirements for low demand.

The introduction to the set of questions has been broken down into two short, simple sentences. The commands in the rubric explain to students what is required of them. This should ensure that there are no barriers to understanding the requirements of these tasks.

The photographs show a variety of ethnic origins.

Questions 5–9

Level of demand Low (5 marks)

Rationale for item type

This is a multiple-choice style set of tasks with a text on places in Seville, reflecting the Spanish-speaking world. The text is straightforward to reflect the low level of demand. A picture has been included to support the cultural background.

Content sampled (vocab/grammar)

Key vocabulary: castillo, museo, reyes, platos, verduras, jamón, pescado, carne, cerrados.

Mark scheme considerations

This is a multiple-choice set of tasks with only one correct answer, with students selecting one answer from a choice of three. The two incorrect answers are suitably plausible.

Accessibility considerations

This is a short and accessible stimulus text where the incorrect answers can be eliminated if the text is largely understood. The rubrics and instructions are clear. The inclusion of a photo provides some cultural context to the task. The text has been spaced out to aid accessibility.

Questions 10–15

Level of demand Medium (4 marks, 10–13) and Low (2 marks, 14–15)

Rationale for item type

This is a medium demand set of questions with two low demand questions (14 and 15), in which students need to answer each question by choosing one of three options. The topic is free time, a well-known topic which students will have accessed in both KS3 and KS4.

Content sampled (vocab/grammar)

Key vocabulary: ningún, tiendas, pueblo, menos, leyendo, gané, redes sociales, subir.

Mark scheme considerations

Students need to write the correct letter in each box, answering either A (Alicia), C (Carlos) or M (Margarita) to indicate which sentence applies to which person.

Accessibility considerations

Fairly accessible text with some more difficult vocabulary items, to match the medium level of demand. Some introduction of preterite tense and one gerund (*leyendo*). The opinions from each person are made up of between two and three short sentences. The instructions are clear with bold type used to emphasise the key element, ie whether the opinion is expressed by Alicia (A), Carlos (C) or Margarita (M).

The last two questions are very accessible (low level of demand) due to the mention of the words *ver, redes sociales,* and *fotos.*

The female name (Alicia) mentions playing football for a team, avoiding gender stereotyping in the topic of sport.

Questions 16–20 (Overlap)
Level of demand High (5 marks)

Rationale for item type
This is a set of questions which requires short, written answers in English. This is a high demand set of tasks at this tier and written answers ensure that this set of questions is a good discriminator between students of different abilities. There is an inference question in the final task.

Content sampled (vocab/grammar)
The text is set in Chile, in Latin America, to reflect the cultural context from around the Spanish Speaking world.

Key vocabulary: medioambiente, contaminación, conducir, fábricas, limpio, fuegos, bosques, dejar de, tirar, morir, basura, ríos, cielo, alto.

Mark scheme considerations
The mark scheme identifies the key ideas, with alternatives suggested to ensure that a different way of expressing the same idea is credited. A 'reject' column is included in the mark scheme to ensure that there is clarity around student responses which will not be rewarded and to enable accurate and consistent marking.

Accessibility considerations
Set in Chile, with some more demanding vocabulary.

The order of the questions follows the order of the text. The questions here are fairly long, in order to support students by pointing to some of the key language included in the text.

The inference question appears at the end of this set of questions. An additional instruction is provided before question 20, indicating to students that this is a different type of task and they must re-read the last sentence of the stimulus text. The word *halcón* is emboldened both in the text and in the question to assist students further. The students need to understand *alto* and *cielo* to be able to infer the meaning of the word.

Questions 21–25

Level of demand Low (1 mark 25) High (4 marks 21–24)

Rationale for item type

This is a set of questions which is testing students' understanding of the different time frames and will be a good and effective discriminator between students of different abilities.

As required by the Subject Content, this set of questions includes an inference task in question 25. Students are required to infer the meaning of single words, in this case *cazón,* to identify what this could plausibly be, taking into account the context and the other vocabulary used, eg *producto del mar*.

Content sampled (vocab/grammar)

This is a set of tasks focused on the topic of celebrities, but it also includes information on careers and travelling.

Key vocabulary: actriz, película, salario, decidir, empresa, carrera, algo, quisiera, vida, mejor amiga, viajar, cena, preparar, mar.

Mark scheme considerations

Students are required to write a letter in each box for questions 21-24 (P for something that happened in the past, N for something that is happening now, or F for something that is going to happen in the future). For question 25 students have to write the correct letter (A, B or C) in the box to show the correctly inferred meaning of *cazón*.

Accessibility considerations

This set of questions requires the whole text to be read and the key grammatical details picked out to demonstrate the understanding of the different time frames. The command 'Write the correct letter in each box' explains clearly to students what is required of them, and the different options are emboldened. This should ensure that there are no barriers to understanding the requirements of the task.

For the inference task, the word is in bold in the text, and the instruction 'read the last sentence of the text again' points out exactly where the word is to be found in the text.

Questions 26–29 (Overlap)

Level of demand High (4 marks)

Rationale for item type

This is a high demand set of questions with the requirement to answer questions by choosing from one out of three options. The topic is healthy living and lifestyle, likely to be one of the more demanding topics in the specification since it is often not as widely covered in KS3 as other topics. The level is more demanding to reflect the level at this stage of the paper, with some more challenging vocabulary.

Content sampled (vocab/grammar)

This text is set in the context of Healthy living and lifestyle.

Key vocabulary: ayudar, dice, deben, han comenzado, este año, hacerlo, un poco, deporte, bastante, la red, delante, pantalla

Mark scheme considerations

Students are required to choose the correct answer from the three possible responses and to write the letter in the box. There is only one correct answer to each question.

Accessibility considerations

This is a text which contains more challenging vocabulary and grammatical structures. A visual is included to provide context for the topic area.

The word *alimentación* has been glossed to support students' understanding, since it is neither included in the vocabulary list, nor a cognate.

The photograph shows a man cooking with two girls, to avoid any gender stereotyping in the topic of family life and chores.

Questions 30–33

Level of demand Medium (4 marks 30 – 32) and Low (1 mark 33)

Rationale for item type

This is a set of questions which requires written short answers in English, except for the last question where a choice of three is given. There is a mixture of some tenses and some more demanding vocabulary (eg. *levantarse tarde, andar*) which will help discriminate between middle ability learners.

Content sampled (vocab/grammar)

This text is set in the context of holidays, often one of the most popular topics for students.

Key vocabulary: nadar, estaba, triste, llovió, descansar, andar, recordar.

Mark scheme considerations

The mark scheme identifies the key ideas, with alternatives suggested to ensure that a different way of expressing the same idea is credited. A reject column is part of the mark scheme to ensure that there is clarity around student responses which will not be rewarded, to enable accurate and consistent marking.

Accessibility considerations

Four tenses included. Some more demanding vocabulary included.
In Question 32, bold text has been used to emphasise that 'two' pieces of information are required. There is a numbered line for each item of information to make it clear to students that they must write two separate answers.
Francia has been glossed to aid accessibility.

Questions 34–36 (Overlap)

Level of demand High (3 marks)

Rationale for item type

This is matching set of tasks with a variety of headlines from a Spanish newspaper. The texts are short but the vocabulary within each headline reflects the level of demand at this stage of the paper.

Content sampled (vocab/grammar)

The text is based on newspaper articles.

Key vocabulary items are: se casa, empleados, piden, salarios, altos, temperatura, falta, ayuntamiento, espacios verdes

Mark scheme considerations

Students are required to choose the three responses and to write the correct letter in each box. There are five headlines provided, with two headlines used as appropriate distractors in this context. There is only one correct answer to each question.

Accessibility considerations

This is a text which contains more challenging vocabulary at this level. The instructions are clear and the response boxes appropriately spaced for clarity.

Questions 37–39

Level of demand Low (3 marks)

Rationale for item type

A straightforward set of questions to finish this section of the paper. The texts are short and accessible. The visual (showing an online conversation) will be familiar to students.

Content sampled (vocab/grammar)

Key vocabulary: lunes, campo, frío, centro comercial, dinero, gente, demasiada.

Mark scheme considerations

This set of tasks is a very straightforward task type with clear instructions for students.

Accessibility considerations

This set of questions has short and accessible texts on a familiar topic to give students a confident finish to the paper, after the two more demanding overlap questions. The amount of reading required by students in this set of questions has also been taken into account, in order to match the requirements for low demand at this tier.

The introduction to this set of questions has been broken down into two short and simple sentences. The command 'Write the correct letter in each box' explains to students what is required of them. This should ensure that there are no barriers to understanding the requirements of this set of tasks.

Question 40 Translation

Level of demand Low/medium/high (4/2/4)

Level of demand	Item
Low	Mi casa es bonita.
Low	Tiene un jardín grande.
Low	Me encantan las películas
High	aunque pueden ser tontas,
Medium	Voy a estudiar idiomas
Low	en otro instituto.
Medium	Me llevo bien con mis amigos.
High	Me entienden.
High	Hace dos años lo pasamos bien
High	cuando fuimos a Sudamérica.

Rationale for item type

The GCSE Subject Content states that 'GCSE specifications in French, German and Spanish must require students to: translate in writing short sentences or texts, from the language to English and vice versa, using a range of the vocabulary and grammar specified for each tier. In this context, translation means an appropriate and sufficient rendering of the meaning of the original language'.

Content sampled (vocab/grammar)

Key vocabulary bonito, jardín, grande, películas, pueden ser, tonto, otro, idiomas, me llevo bien, entender, lo pasamos bien, hace dos años, fuimos.
Tenses targeted – present, immediate future, preterite.
Reflexive verbs, use of personal pronouns

Mark scheme considerations

This task is marked according to the detailed mark scheme, where each sentence is broken up into two sections and marks awarded. As the subject content requires 'an appropriate and sufficient rendering of the meaning of the original language', this is reflected in the range of different answers which are accepted and credits those which are not exact translations of the original language but still convey the meaning sufficiently. This can be seen in the columns used in the detailed mark scheme for this question.

Accessibility considerations

The translation is set as five sentences which broadly increase in demand from part (a) through to part (e). There are two lines for each sentence to ensure there is sufficient space for students to write their answers. The instruction is clear and, as the sentences are not linked in terms of topic, no context is needed.