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GCSE
SPANISH
8692/RH

Paper 3 Reading – Sample assessment materials

Item commentary booklet – Higher tier

Questions 1–3 Overlap

Level of demand Low (3 marks)

Rationale for item type

This is set of matching tasks with a variety of headlines from a Spanish newspaper. The texts are short and the vocabulary within each headline should be familiar at this level. It provides a straightforward start to the paper at this level with a fairly small amount of reading required.

Content sampled (vocab/grammar)

The text is based on newspaper articles. Key vocabulary items are: se casa, empleados, piden, salarios, altos, temperaturas, 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 some more challenging vocabulary but which is appropriate for a set of lower level of demand questions in a higher tier paper. There are some distractors (*espacios verdes / falta de agua*) but they should not present too big a challenge at this level.

Questions 4–7 Overlap

Level of demand Low (4 marks)

Rationale for item type

This is a set of low demand questions which needs to be answered by choosing from one out of three options. The topic is healthy living and lifestyle. Some of the vocabulary is demanding for foundation tier but should not pose too much challenge at higher tier. Although only one option is the correct answer, all three are plausible.

Content sampled (vocab/grammar)

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

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

Mark scheme considerations

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

Accessibility considerations

The vocabulary in the text and in the options is appropriate for low level of demand at higher level. 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 8-12

Level of demand Medium (5 marks)

Rationale for item type

Students need to choose from three options to complete the sentences. Students are required to read the text carefully and then use the information in the text to complete the sentences.
As required by the subject content, there is also an inference question at the end. Students are required to infer the meaning of single words, in this case *desgraciadamente,* to identify what plausibly this could be, taking into account the context and the other vocabulary used, eg *nos perdimos*, *tardamos mucho tiempo*.

Content sampled (vocab/grammar)

Tenses targeted: Present perfect, preterite, present and imperfect tenses. Key vocabulary items are: humos, lugares, campo, paisaje, belleza, caminos, perderse, correr, estar solo, costar(nos) disfrutar.

Mark scheme considerations

Students choose the correct letter from the three possible options to identify the appropriate end of the sentence. Only one option is correct for each question.

Accessibility considerations

The level of vocabulary is appropriate to reflect the level of demand of this set of tasks, with some quite complex vocabulary and structures included. Careful reading and a good understanding is required in order to select the correct answer.

Inference question at the end. Bold text has been used to highlight the inference question. The rubric for the inference question makes it clear to students that it is a different task from the previous four, and it specifies where exactly the word is to be found. This sentence has been set as a separate paragraph to ensure accessibility.

Questions 13–16

Level of demand Medium (3 marks, 13, 15, 16) and High (1 mark, 14)

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.

Content sampled (vocab/grammar)

This set of questions targets the topic of technology and how it has changed over time. Tenses targeted: perfect, present, imperfect, present subjunctive, future. Key vocabulary items are: velocidad, solía, durar, arreglarlos, en vez de, ya no, actualmente, pueden encontrar, detalles, cuenta, ahorrado, desaparecer, elegirán, sencillo, querrán.

Mark scheme considerations

Students are required to write a letter in each box. Only one answer is correct.

Accessibility considerations

This set of questions requires the whole text to be read to pick out the key grammatical details in order to demonstrate the understanding of the different time frames. The command 'Write the correct letter in each box' explains 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 this set of questions.

Questions 17–20

Level of demand Medium (4 marks)

Rationale for item type

This is a straightforward set of tasks identifying opinions on the topic of school. Students are required to read each comment carefully in order to choose which person matches each statement. The task is of medium demand.

Content sampled (vocab/grammar)

This set of questions samples content in relation to school life. Key vocabulary items are: horario, temprano, cansada, cuando, colegio, te apoyan, arreglarlos, enseñanza, aprueban, cansadas, dejar, comportamiento, mejorarse, callarse.

Mark scheme considerations

Students are required to write a letter in each box.
There are two additional texts in order to ensure the validity of the question and to minimise the risk of 'errors by elimination' if a student makes a mistake in selecting their answers.

Accessibility considerations

The texts are short and have been set in six separate boxes to make them as accessible as possible. The instructions are clear. Only one answer is possible for each question according to the texts.

Questions 21–25 Overlap

Level of demand Low (5 marks)

Rationale for item type

This is a set of questions which requires written short answers in English. This is also a set of low demand 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 items are: 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 to reflect the cultural context from around the Spanish-speaking world.
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 25 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 26–29

Level of demand High 4 marks

Rationale for item type

This is a straightforward set of tasks identifying positive and negative opinions on a familiar topic. Students are required to read each opinion carefully to reach the overall opinion. This is a high demand set of questions, therefore a range of demanding vocabulary, as well as some distractors, have been included to ensure that this set of questions discriminates effectively between students performing at different levels.

Content sampled (vocab/grammar)

Topic of family, which includes more demanding vocabulary. Tenses: present, present subjunctive, perfect. Key vocabulary items are: nos hace falta, hacer un esfuerzo, llevarse bien, estar enojado, estar de acuerdo, gritar, cuando + subjunctive, reírse, felicidad, comprensivo, consejo, vago, enamorado, soñar.

Mark scheme considerations

Each answer is either P(ositive), N(egative) or P+N (Positive and Negative) for one mark per question.

Accessibility considerations

This is a longer text which contains more challenging vocabulary and grammatical structures. The topic of family is relevant and familiar to students but this is a more demanding text with some potential 'pitfalls' for those not reading carefully or not fully understanding the texts, while rewarding those who do show a sound understanding.

Questions 30–34

Level of demand High (5 marks)

Rationale for item type

In this set of multiple choice tasks, students need to read the text carefully and choose which of three possible answers is correct according to the text. This set of tasks is an example of appropriate testing at a high level as students have to understand the whole text in order to identify which answer is correct. This set of questions and the previous set, are the most demanding questions in the paper, and they should be a good discriminator at the highest level.

Content sampled (vocab/grammar)

Key vocabulary items are: Sanfermines, permite, extranjero, correr, toros, hacerte daño, ocurre, poco, entrenan, caballos, participan, sombra, a causa de, espectáculo, baile, andar, durar, desfiles, ninguna, tener suerte, fuegos artificiales.

Mark scheme considerations

Students choose between A/B/C. There is only one correct answer for each question.

Accessibility considerations

The instructions on what to do are set out in a very clear way. The options are in bold type to ensure accessibility.

A visual has been added to provide cultural context, as well as to support students with the concept of *Sanfermines*, one of the festivals included in the vocabulary list.

Questions 35–39

Level of demand Medium (2 marks, 39) High (4 marks, 35 to 38)

Rationale for item type

This is a set of tasks which requires short answers in English. Students are required to read the text carefully and then use the information in the text to answer the questions.

Content sampled (vocab/grammar)

The text is set in Cordoba and refers to its Muslim heritage. Key vocabulary items are: siglo, musulmán, edificio, mezquita, dentro, alcanzar, grado, lleno, árbol, olor, dulce, andando, niveles.

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.

The answer for question 35 demands more information than just 'it was important'. The importance resided in the fact that it was a capital of the Muslim world. This helps to maintain the high level of demand of the question.

Accessibility considerations

The instructions for the set of tasks are short, to ensure accessibility. A visual has been added to lend historical context to this set of questions.

The first and second paragraphs introduce much more challenging vocabulary and structures, reflecting the higher level of demand.

Question 40 Translation

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

Level of demand	Item
Low	Vamos a aprender chino
Low	en mi instituto el año que viene
Medium	Después de terminar su último examen, mi primo
Medium	decidió tener una fiesta
High	Mi mejor amigo vive
Medium	en Sudamérica desde hace tres años.
High	Deberías vestirte
Medium	más rápidamente por las mañanas.
High	Mis padres están ahorrando
High	Para quedarse en un hotel de lujo.

Rationale for item type

Translation is a requirement of the subject content.

The translation tests a variety of vocabulary and grammatical structures included in this tier.

Content sampled (vocab/grammar)

Key vocabulary: aprender, que viene, último, primo, decidió, present + desde hace, deberías, vestirte, estar + gerund, ahorrar, para + infinitive, infinitive of reflexive verb (quedarse), de lujo.

Mark scheme considerations

This task is marked according to the detailed mark scheme where each sentence is broken up into 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'.

Accessibility considerations

The translation is set as five sentences which 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.