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# **GCE AS MARKING SCHEME**

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**SUMMER 2022**

**AS  
SPANISH - UNIT 1  
SPEAKING  
2810U10-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2022 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## **GCE AS (NEW) SPANISH**

### **SUMMER 2022 MARK SCHEME**

#### **UNIT 1: SPEAKING (24 total marks)**

#### **Principles of Marking**

##### **Conduct of the Speaking Assessment**

Examiners are required to familiarise themselves with section 3.2 of the specification.

##### **General Advice for Examiners**

You are asked to read and digest thoroughly all the information set out in the stationery pack. Particular attention should be paid to the following instructions regarding marking:

- as an examiner, you must be positive in your approach. Look for opportunities to reward rather than penalise.
- you must make sure that you are familiar with the assessment grid for marking the stimulus cards and that you consider the marks and descriptors carefully when awarding a mark for each assessment objective.
- there is one marking grid. The marking grid for the discussion task covers AO1, AO2, AO3 and AO4.
- the specified length of the entire speaking assessment is 7-9 minutes.

The timing for the assessment must be adhered to. Any speaking evidence which exceeds this duration will not be credited.

If a candidate's speaking assessment falls short of the stipulated timings, the candidate may self-penalise as it is likely that there will not be enough speaking evidence to access the full mark range.

Examiners are reminded that the gender of a candidate is immaterial to the assessment. If a candidate chooses to identify as a gender different to that of their birth gender, then, like all candidates, they would gain credit for their consistent gender agreement and pronoun usage in the assessed language.

##### **Applying banded mark schemes (Speaking)**

Banded mark schemes are divided so that each band has descriptors for the performance level of that band.

##### **Stage 1 – Deciding on the band**

When deciding on a band for each assessment objective, the assessment should be viewed holistically. Beginning at the lowest band, you should look at the descriptors for that band and see if they match the qualities shown in the candidate's response. If the descriptors at the lowest band are evidenced, you should move up to the next band and repeat this process for each band until the descriptors match the response.

If a candidate's assessment covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band. For instance, if the response is mainly in band 2 but with a limited amount of band 3 content, the mark awarded would be close to the top of band 2 as a result of the band 3 content. Small omissions in some parts of their response may not negatively affect the mark awarded.

## Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark within the band. WJEC will provide standardising material to be used as reference material throughout the assessment period.

When marking, you can use this material to decide whether a candidate's response is of a superior, inferior or comparable standard to the examples provided. You are reminded of the need to revisit the standardising material as you apply the mark scheme in order to confirm that the band and the mark allocated are appropriate to the response given.

When you are marking the candidate's responses to the stimulus card you should consider the additional notes given for each card. However, you **must** bear in mind that the additional notes are **not exhaustive** and are for guidance only. Reward all valid responses.

When marking you should record a mark for each AO.

## UNIT 1

### Speaking assessment – mark allocation

Marks	AO1	AO2	AO3	AO4	Total marks
Discussion	4	8	8	4	<b>24</b>

**ORAL MARK SCHEME: TOPIC BASED CARDS (DISCUSSION)**

<b>Marks</b>	<b>AO1: understand and respond in speech to spoken language including face-to-face interaction</b>	<b>Marks</b>	<b>AO2: understand and respond in speech to written language drawn from a variety of sources</b>	<b>Marks</b>	<b>AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure</b>	<b>Marks</b>	<b>AO4: show knowledge and understanding of, and respond critically to, different aspects of the culture and societies of countries/communities where the language is spoken</b>
<b>4</b>	<ul style="list-style-type: none"> <li>All questions are answered clearly and comprehensively</li> <li>Very good interaction and spontaneity. Easily initiates and sustains discussion</li> <li>A wide range of thoughts, feelings and view-points expressed</li> </ul>	<b>7-8</b>	<ul style="list-style-type: none"> <li>Full understanding of the stimulus material demonstrated by clear and relevant responses to the stimulus and subsequent questions</li> </ul>	<b>7-8</b>	<ul style="list-style-type: none"> <li>Very good knowledge of grammar with few errors</li> <li>Very good knowledge of idiomatic phrases and a variety of structures employed</li> <li>Intonation and pronunciation are convincing</li> </ul>	<b>4</b>	<ul style="list-style-type: none"> <li>Very good knowledge and understanding of the culture and society of Spain and Spanish-speaking countries and communities</li> <li>Ideas and points of view well supported by evidence</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Most questions are answered clearly and some in detail</li> <li>Good interaction, some spontaneity in initiating discussion</li> <li>A range of thoughts, feelings and view-points expressed</li> </ul>	<b>5-6</b>	<ul style="list-style-type: none"> <li>Stimulus material mostly understood demonstrated by responses to the stimulus and most subsequent questions</li> </ul>	<b>5-6</b>	<ul style="list-style-type: none"> <li>Good knowledge of grammar. Some errors occur</li> <li>Good range of idiomatic structures to support views and opinions</li> <li>Mistakes in intonation and pronunciation do not impede understanding</li> </ul>	<b>3</b>	<ul style="list-style-type: none"> <li>Good knowledge and understanding of the culture and society of Spain and Spanish-speaking countries and communities with occasional inconsistencies</li> <li>Ideas and opinions are generally supported by evidence</li> </ul>

<b>Marks</b>	<b>AO1: understand and respond in speech to spoken language including face-to-face interaction</b>	<b>Marks</b>	<b>AO2: understand and respond in speech to written language drawn from a variety of sources</b>	<b>Marks</b>	<b>AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure</b>	<b>Marks</b>	<b>AO4: show knowledge and understanding of, and respond critically to, different aspects of the culture and societies of countries/communities where the language is spoken</b>
<b>2</b>	<ul style="list-style-type: none"> <li>Some hesitation when answering questions. Answers generally lack depth</li> <li>Attempts made to interact but prompting required at times</li> <li>Some opinions and ideas expressed</li> </ul>	<b>3-4</b>	<ul style="list-style-type: none"> <li>Stimulus material partly understood demonstrated by partial responses to stimulus and subsequent questions</li> </ul>	<b>3-4</b>	<ul style="list-style-type: none"> <li>Limited grammatical knowledge and frequent basic errors</li> <li>Idiomatic structures used to convey pre-learnt material. Influence of English/Welsh idiom evident in unprepared material</li> <li>Intonation and pronunciation sometimes impede understanding</li> </ul>	<b>2</b>	<ul style="list-style-type: none"> <li>Superficial knowledge of the culture and society of Spain and Spanish-speaking countries and communities reliant on pre-learnt material, presented out of context</li> <li>Ideas expressed are not based on factual evidence</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Limited responses when answering questions</li> <li>Limited success in establishing a meaningful exchange. Over reliance on prompts</li> <li>Limited range of ideas and opinions</li> </ul>	<b>1-2</b>	<ul style="list-style-type: none"> <li>Very limited understanding of the stimulus material. Responses to the stimulus material are generally irrelevant</li> </ul>	<b>1-2</b>	<ul style="list-style-type: none"> <li>Very basic grasp of grammar, sentences often fragmented and incomplete</li> <li>Very basic structures used, showing lack of idiomatic knowledge. Heavy reliance on English/Welsh type structures</li> <li>Intonation and pronunciation make understanding difficult</li> </ul>	<b>1</b>	<ul style="list-style-type: none"> <li>Little evidence of knowledge of question set. Frequent misunderstandings</li> <li>Information is fragmented with no evidence to support it</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>Nothing of value.</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>Nothing of value</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>Nothing of value</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>Nothing of value</li> </ul>

## B1 – Being a young person in Spanish-speaking society

Lee el siguiente texto sobre *la familia*. El examinador/la examinadora te pedirá que contestes las tres preguntas a continuación relacionadas con el texto.

Independizarse es el sueño de muchos jóvenes españoles. La independencia económica de sus padres y tener su propio hogar caracterizan el querer ser independientes y maduros. Sin embargo, este sueño se cumple cada vez más tarde: los jóvenes se van de casa de sus padres a los 28,9 años aproximadamente.

### Examiner questions

1. ¿Cuál es el sueño de muchos jóvenes españoles según el texto?
2. Según el texto, ¿qué dos factores los animan a independizarse?
3. ¿Qué opinas del hecho de que muchos jóvenes españoles se van de casa de los padres a los 28,9 años?

**AO4**

The candidate must cover all three prompts:

1. To become independent of their parents.
2. Seeing their parents' situation, and having their own home.
3. Provide ideas and opinions about the situation in Spanish-speaking countries.

The above points are **suggestions** only and are **not exhaustive**. Reward will be given for **all relevant points** argued by the candidate.

## B2 – Being a young person in Spanish-speaking society

Lee el siguiente texto sobre *las preocupaciones de los jóvenes españoles*. El examinador/la examinadora te pedirá que contestes las tres preguntas a continuación relacionadas con el texto.

Violencia de género, acoso escolar y empleo juvenil son los temas más preocupantes para la juventud española, según una encuesta impulsada por la Fundación Transforma España, que contrastan con el último informe del CIS, donde el paro, los problemas económicos, la política y la corrupción han ocupado las primeras posiciones.

### Examiner questions

1. Según el texto ¿cuáles son los temas que más preocupan a los jóvenes en la encuesta de Fundación Transforma España?
2. Estos temas, ¿son iguales a los del CIS? ¿Por qué sí o por qué no?
3. ¿Te sorprenden estas preocupaciones? ¿Por qué sí o por qué no?

**AO4**

The candidate must cover all three prompts:

1. Gender violence, bullying and youth employment.
2. No, CIS report is different as concerns are: unemployment, economic problems, politics and corruption.
3. Give reasons.

The above points are **suggestions** only and are **not exhaustive**. Reward will be given for **all relevant points** argued by the candidate.

### B3 – Being a young person in Spanish-speaking society

Lee el siguiente texto sobre *las oportunidades educativas*. El examinador/la examinadora te pedirá que contestes las tres preguntas a continuación relacionadas con el texto.

Estudiar en Latinoamérica es el sueño de muchos estudiantes. Chile ofrece becas y clases no segregadas, donde los estudiantes extranjeros estudian con los estudiantes chilenos. Así, aprenden más sobre el país y la cultura. A cambio, los chilenos obtienen una visión más abierta del mundo al estar con los extranjeros.

#### Examiner questions

1. ¿Qué dos cosas ofrece Chile a los estudiantes extranjeros, según el texto?
2. ¿Qué ventajas tiene para los estudiantes extranjeros estudiar en Chile?
3. ¿Qué opinas de la oportunidad de estudiar en un país hispanoparlante?

**AO4**

The candidate must cover all three prompts:

1. Grants and being taught in classes alongside Chilean students.
2. They learn about the country and the culture.
3. Provide opinions on studying in Spanish-speaking countries, such as broadening their horizons.

The above points are **suggestions** only and are **not exhaustive**. Reward will be given for **all relevant points** argued by the candidate.