



GCE AS MARKING SCHEME

SUMMER 2023

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

INTRODUCTION

This marking scheme was used by WJEC for the 2023 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 SPANISH

SUMMER 2023 MARK SCHEME

UNIT 1: SPEAKING (48 total marks)

Principles of Marking

Conduct of the Speaking Assessment

As the assessor you must familiarise yourself 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 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. 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 are two marking grids. The marking grid for Task 1 covers AO1, AO3 and AO4. The marking grid for Task 2 covers AO1, AO2, AO3 and AO4. See information below regarding advice on awarding marks using banded mark schemes.
- The specified length of the entire speaking assessment is 15 minutes. The candidate will spend 5-6 minutes on Task 1 (argument) and 7-9 minutes on the Task 2 (discussion) with you as the examiner.

Timings for each stimulus card **must be** adhered to. You are not required to mark any speaking evidence which exceeds these timings.

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.

When writing or speaking about themselves, gender identification should not be an issue as they should be using first-person pronouns. If candidates choose to write or speak in the third-person, they must be consistent in their pronoun choices, for example, use of 'they/them/xe/xhe' should not be seen as grammatically incorrect if the candidate is consistently using the chosen pronoun throughout their writing. Please be mindful of candidates' choices in assessing all work. When discussing another individual in the third person where gender or gender preference is unknown or undisclosed, WJEC expects consistent application of the gender agreement of the candidate's choice, for example, the discussion of a writer's craft could make reference to 'him/her' or 'they'.

Banded mark schemes (Speaking)

Banded mark schemes are divided so that each band has relevant descriptors. The descriptors for the band provide a description of the performance level for that band. This is done as a two-stage process.

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 for that section. If the descriptors at the lowest band are satisfied, 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 response would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. You should not seek to mark candidates down as a result of small omissions in minor areas of their response.

Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. WJEC will provide standardising material already awarded a mark and this should be used as reference material when assessing the response. When marking, you can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. 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 is appropriate to the response given.

When you are marking the candidate's responses to the stimulus cards 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. All **valid** responses will be given credit.

When marking you should record a mark for each AO.

UNIT 1

Speaking assessment – mark allocation

Marks	AO1	AO2	AO3	AO4	Total marks
Task 1 Argument	4		8	12	24
Task 2 Discussion	4	8	8	4	24
Total marks	8	8	16	16	48

ORAL MARK SCHEME: TOPIC BASED CARDS (TASK 1 – ARGUMENT)

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4: show knowledge and understanding of different aspects of the culture and society of countries / communities where the language is spoken
4	<ul style="list-style-type: none"> All questions are answered clearly and comprehensively Very good interaction and spontaneity. Easily initiates and sustains discussion A wide range of thoughts, feelings and view-points expressed 	7-8	<ul style="list-style-type: none"> Accurate use of grammar with few errors Very good knowledge of idiomatic phrases and a variety of structures employed Intonation and pronunciation are convincing 	10-12	<ul style="list-style-type: none"> Very good knowledge and understanding of the culture and society of Spain and Spanish-speaking countries and communities Ideas and points of view well supported by evidence Conclusions drawn are based on an understanding and appreciation of the country's culture and society
3	<ul style="list-style-type: none"> Most questions are answered clearly and some in detail Good interaction, some spontaneity in initiating and sustaining discussion A range of thoughts, feelings and view-points expressed 	5-6	<ul style="list-style-type: none"> Good use of grammar. Some errors occur Good range of idiomatic structures to support views and opinions Mistakes in intonation and pronunciation do not impede understanding 	7-9	<ul style="list-style-type: none"> Good knowledge and understanding of the culture and society of Spain and Spanish-speaking countries and communities with occasional inconsistencies Ideas and opinions are generally supported by evidence Conclusions drawn are generally based on an understanding and appreciation of the country's culture and society
2	<ul style="list-style-type: none"> Some hesitation when answering questions. Answers generally lack depth Attempts made to interact but prompting required at times Some opinions and ideas expressed 	3-4	<ul style="list-style-type: none"> Limited grammatical knowledge and frequent basic errors. Limited accuracy. Idiomatic structures used to convey pre-learned material. Influence of English/Welsh idiom evident in unprepared material Intonation and pronunciation sometimes impede understanding 	4-6	<ul style="list-style-type: none"> Superficial knowledge of the culture and society of Spain and Spanish-speaking countries and communities, reliant on pre-learned material, presented out of context Ideas expressed are not based on factual evidence Limited understanding and appreciation of the country's culture and society
1	<ul style="list-style-type: none"> Limited responses when answering questions Limited success in establishing a meaningful exchange. Over reliance on prompts. Limited range of ideas and opinions expressed 	1-2	<ul style="list-style-type: none"> Very basic grasp of grammar, sentences often fragmented and incomplete Very basic structures used, showing lack of idiomatic knowledge. Heavy reliance on English/Welsh type structures Intonation and pronunciation make understanding difficult 	1-3	<ul style="list-style-type: none"> Little evidence of relevant knowledge. Frequent misunderstandings Information is fragmented with no evidence to support it No evidence of an understanding or appreciation of the country's culture and society
0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value

ORAL MARK SCHEME: TOPIC BASED CARDS (TASK 2 – DISCUSSION)

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

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

CARD A1 – Understanding the Spanish-speaking world

Sub-theme: Regional culture and heritage in Spain, Spanish-speaking countries and communities

Abajo verás dos posturas sobre *la gastronomía típica*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- Comer churros con chocolate es una costumbre típica en España y los países hispanohablantes.

Opinión B

- Los jóvenes españoles prefieren comer perritos calientes.

AO4	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinión A</p> <ul style="list-style-type: none">• Give examples of other popular Spanish / Latin-American snacks• Eating out is popular. E.g., paella, tapas• Set menus at lunchtime are good value and benefit the local economy <p>Opinión B</p> <ul style="list-style-type: none">• Fast food is cheap• International snack food is popular• It is easily available <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation, in order to cover the opinions above.</p> <p><u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u></p>
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CARD A2 – Understanding the Spanish-speaking world

Sub-theme: Regional culture and heritage in Spain, Spanish-speaking countries and communities

Abajo verás dos posturas sobre *las fiestas*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- Las fiestas típicas con toros forman parte de la vida normal en muchos países hispanohablantes.

Opinión B

- Las fiestas taurinas son crueles y están pasadas de moda.

AO4	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinión A</p> <ul style="list-style-type: none">• Bullfighting / bull running is an essential part of some fiestas• They reflect local culture• They are good for tourism <p>Opinión B</p> <ul style="list-style-type: none">• They are cruel• They are expensive• They are an anachronism <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation, in order to cover the opinions above.</p> <p><u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u></p>
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CARD A3 – Understanding the Spanish-speaking world

Sub-theme: Regional culture and heritage in Spain, Spanish-speaking countries and communities

Abajo verás dos posturas sobre *los idiomas regionales*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- El castellano debería ser el idioma dominante en todas las regiones de España.

Opinión B

- Hablar catalán es imprescindible para los habitantes de Catalunya.

AO4	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinión A</p> <ul style="list-style-type: none">• It is a national language• It is spoken in Spain, North and South America• It is a global language <p>Opinión B</p> <ul style="list-style-type: none">• Regional languages are important• They reinforce local identity• Benefits of speaking more than one language <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation, in order to cover the opinions above.</p> <p><u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u></p>
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CARD A4 – Understanding the Spanish-speaking world

Sub-theme: Literature, art, film and music in the Spanish-speaking world

Abajo verás dos posturas sobre *el cine*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- Las películas en español son interesantes porque reflejan la cultura de los países hispanohablantes.

Opinión B

- Las películas en español son muy aburridas.

AO4	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinión A</p> <ul style="list-style-type: none">• They are rich and varied• They are famous abroad• Films reflect the cultural heritage and language of the country <p>Opinión B</p> <ul style="list-style-type: none">• Foreign films are more popular• American blockbusters are more accessible to young people• Films in Spanish are inferior <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation, in order to cover the opinions above.</p> <p><u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u></p>
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CARD A5 – Understanding the Spanish-speaking world

Sub-theme: Literature, art, film and music in the Spanish-speaking world

Abajo verás dos posturas sobre *la música*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- La música hispana refleja las tradiciones culturales de la región o el país.

Opinión B

- Los jóvenes en los países hispanohablantes prefieren la música en inglés.

AO4

In response to the task on the stimulus card the candidate may present and discuss the following:

Opinión A

- Regional music in the Spanish-speaking world is very rich and varied
- Regional dances and songs
- Music is part of the regional identity

Opinión B

- Popularity of music in English and other languages
- Other types of music
- Traditional music is out of date

The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation, in order to cover the opinions above.

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

CARD A6 – Understanding the Spanish-speaking world

Sub-theme: Literature, art, film and music in the Spanish-speaking world

Abajo verás dos posturas sobre *la literatura*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- La literatura en español es famosa y se aprecia en todo el mundo.

Opinión B

- Los jóvenes hispanohablantes prefieren los juegos de ordenador a la lectura.

AO4

In response to the task on the stimulus card the candidate may present and discuss the following:

Opinión A

- Literature in Spanish is rich
- Literature from Spain and Latinamerica is very varied
- It reflects the culture and heritage of the country

Opinión B

- Young people prefer computers to books
- Reading is less and less popular
- They prefer books by international authors

The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation, in order to cover the opinions above.

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

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

Lee el siguiente texto sobre *los padres del mismo sexo*. El examinador / la examinadora te pedirá que contestes las tres preguntas a continuación relacionadas con el texto.

Las nuevas leyes de igualdad para parejas del mismo sexo han resultado en lo que conocemos como una familia moderna. Algunos artistas, como Ricky Martin, han roto esquemas tradicionales y han tenido hijos con una madre sustituta, demostrando que no importa la orientación sexual, también pueden ser padres.

Examiner questions

1. ¿En qué consiste lo que se conoce como la familia moderna?
2. ¿Qué ha hecho Ricky Martin por ejemplo?
3. ¿Crees que puede haber inconvenientes para los hijos?

AO4

The candidate must cover all three prompts.

1. Families with parents of the same sex.
2. He has had a child with a surrogate.
3. Lack of understanding / bullying / teasing.

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

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

Lee el siguiente texto sobre *el consumo de alcohol, tabaco y droga*. El examinador / la examinadora te pedirá que contestes las tres preguntas a continuación relacionadas con el texto.

Los jóvenes comienzan a consumir alcohol entre los 12-13 años. En esta edad empiezan las salidas nocturnas y sus grupos de iguales consumen alcohol. Para ser aceptado, el adolescente también se hace consumidor. Primero, comienzan con el tabaco y el alcohol. Luego pasarán a otras sustancias más potentes y adictivas.

Examiner questions

1. ¿Cuándo empiezan a consumir alcohol en España?
2. ¿Por qué empiezan a consumir alcohol?
3. ¿Hay riesgos de consumir alcohol a estas edades?

AO4

The candidate must cover all three prompts.

1. Around the ages of 12-13.
2. Peer pressure / start to go out at night.
3. Alcohol affects them more / they may go on to take other harder drugs.

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

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

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

Cada año, más de 200 estudiantes españoles aprovechan para cursar un semestre en una universidad extranjera mediante un intercambio. Gracias a una oferta amplia y diversa, se busca dar a todo el mundo la oportunidad de tener una experiencia internacional. Permite conocer diferentes culturas y convivir con realidades distintas.

Examiner questions

1. Según el texto, ¿qué oportunidad tienen unos estudiantes universitarios en España?
2. ¿Hay ventajas de estudiar en una universidad extranjera?
3. ¿Hay inconvenientes?

AO4

The candidate must cover all three prompts.

1. They have the chance to study at a foreign university.
2. Experience other cultures etc.
3. Without a grant it could be expensive.

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