



GCSE MARKING SCHEME

SUMMER 2022

**GCSE
SPANISH - UNIT 1
SPEAKING - HIGHER TIER
3810UA0-1**

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.

WJEC GCSE SPANISH (NEW)

SUMMER 2022 MARK SCHEME

UNIT 1 – SPEAKING (HIGHER TIER)

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 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
- make sure that you are familiar with the role plays and the conversation themes and bullet points
- make sure you are familiar with the assessment grids for the conversation at Higher Tier and the descriptors for each section of the grid (page 12). See information below regarding advice on awarding marks using banded mark schemes
- the specified length of the Speaking test for Higher Tier is 7-9 minutes. You are not required to mark speaking evidence that exceeds these timings.

Centres are instructed to ensure that each candidate carries out the correctly allocated speaking set of tasks from a randomly generated list. Examiners will be provided with a copy of this list and are required to check that the correct set has been used. In cases where an incorrect set has been used, the examiner is requested to inform WJEC.

For summer 2022, candidates are allowed to select their own sub-sub-theme for Part 1 of the Conversation in advance of the speaking assessment. The candidate must choose one bullet point from the correct box for Part 2, based on their choice of sub-sub-theme for Part 1.

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, the conversation task Part 1 and Part 2 should be assessed together. 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 evidenced, you should move up to the next band and repeat this process for each band until the descriptors match the candidate's spoken evidence.

If a candidate's discussion/conversation 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.

The following pages contain notes for examiners; mark schemes for the role play for Higher Tier; and assessment grids for the conversation. In addition, you should ensure you are familiar with the grammar requirements in Appendix B of the specification.

When using the assessment grids for Conversation, the skills of Communication and interaction, Pronunciation and intonation and Linguistic knowledge and accuracy are to be assessed holistically across both parts of the conversation. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another.

Role Play (Higher Tier) (15 marks)

Each candidate will be required to complete a role play giving five responses. The role play will be assessed according to the following criteria:

Communication and interaction

Each response by the candidate will be given 3, 2, 1, or 0 marks on the following basis:

Higher Tier

3	Message is conveyed fully without ambiguity. Vocabulary and grammatical structures are correct. Consistently accurate pronunciation and intonation.
2	Message is conveyed, though there may be some ambiguity, or message is partially conveyed without ambiguity. Vocabulary and grammatical structures are mostly correct. Pronunciation and intonation are mostly accurate, may have occasional lapses.
1	Message is partially conveyed but is ambiguous. Vocabulary and grammatical structures contain frequent errors or limited knowledge of vocabulary and grammatical structures demonstrated. Lapses in pronunciation and intonation may impede communication.
0	Inappropriate or no response. None of the required information is communicated.

Guidance for examiners

Role Play Task - Unseen question

The 'notes for examiners' on the following pages contain possible responses to the role plays for Higher Tier and exemplify 'complete responses' that would gain maximum marks assuming that the candidate's pronunciation and intonation are mostly accurate.

Candidates are instructed on the front of the question paper to '**attempt** to provide complete responses in the role play task', and full sentences are not required; however, in order to achieve maximum marks for a response, knowledge of vocabulary and grammatical structures must be demonstrated and be mostly correct and pronunciation must also be accurate and clear. Where limited knowledge of vocabulary and grammatical structures is demonstrated and pronunciation is unclear one mark will be awarded.

Exemplification for application of the mark scheme for unseen question on the role play task:

Higher Tier

¿Qué prefieres comer en una fiesta?

Response	Comments	Mark
Me encanta comer patatas fritas	Message accurately conveyed with accurate grammatical structures and accurate pronunciation	3 marks
Tengo patatas fritas	Message conveyed but some ambiguity as grammatical structures do not correspond to the question.	2 marks
patatas	Pronunciation inaccurate and/ or limited vocabulary demonstrated.	1 mark
fiesta	Language solely from the prompt question and/or inappropriate response.	0 marks

ROLE PLAY
HIGHER TIER SET 1

NOTES FOR EXAMINERS – to be used in conjunction with mark scheme for role plays

IDENTITY AND CULTURE

Food and Drink

Setting: You are chatting online with your Spanish friend and you start talking about food and drink. Your teacher will play the part of your friend.

The teacher will speak first.

- ¿Qué te parece la comida española?
- **Give your opinion about Spanish food.**¹
- ¿Cuándo fue la última vez que fuiste a un restaurante español?
- **Mention the last time you went to a Spanish restaurant.**²
- ¡Qué bien!
- **Ask your friend what his / her favourite drink is.**³
- La horchata. ¿Qué tipo de comida es popular donde tú vives?
- **Answer the question.**⁴
- Vale. ¿Qué plato hispano te gustaría probar?
- **Say what Spanish or Latin-American food you would like to try.**⁵
- Muy bien.

¹ Pienso que es muy buena. Accept any suitable opinion.

² Fui a un restaurante español la semana pasada. Accept any suitable answer in past.

³ ¿Qué te gusta beber? Accept any suitable question.

⁴ La comida china es muy popular. Accept any suitable answer.

⁵ Quisiera probar los calamares. Accept any suitable answer in the conditional/future or immediate future.

Look for and reward any valid alternative

ROLE PLAY
HIGHER TIER SET 2

NOTES FOR EXAMINERS – to be used in conjunction with mark scheme for role plays

WALES AND THE WORLD

Local Areas of Interest

Setting: You are chatting to your Bolivian friend about local areas of interest. Your teacher will play the part of your friend.

The teacher will speak first.

- ¿Qué hay para visitar en Gales?
- **Mention a place to visit in Wales.**¹
- ¿Qué piensas de tu barrio?
- **Answer the question.**²
- ¿Qué actividad hiciste en tu barrio la semana pasada?
- **Say what activity you did in your neighbourhood last week.**³
- Muy divertido.
- **Ask your friend's opinion about Wales.**⁴
- Reply appropriately. ¿Qué pasará en tu barrio el próximo fin de semana?
- **Mention something that will happen next weekend in your area.**⁵
- Muy interesante.

¹ Hay mucho para visitar, por ejemplo, la playa/ Está el castillo de Harlech / La capital es muy bonita. Accept any suitable answer.

² Es muy tranquilo. Accept any suitable response.

³ Fui al polideportivo. Accept any suitable answer in the past.

⁴ ¿Qué opinas de Gales? Accept any suitable question.

⁵ Tendrá lugar el festival de música. Accept any suitable response in the future.

Look for and reward any valid alternative

ROLE PLAY
HIGHER TIER SET 3

NOTES FOR EXAMINERS – to be used in conjunction with mark scheme for role plays

CURRENT AND FUTURE STUDY AND EMPLOYMENT

School/College Studies

Setting: You are talking to your Argentinian friend about school and college studies. Your teacher will play the part of your friend.

The teacher will speak first.

- ¿Qué asignatura no te gusta?
- **Mention a subject you dislike at school.**¹
- ¿Por qué no te gusta?
- **Answer the question.**²
- Vale. ¿Cuántos deberes tuviste que hacer anoche?
- **Say how much homework you did last night.**³
- ¿Qué deberían hacer los profesores para ayudar a los jóvenes con sus estudios?
- **Say what teachers should do to help students with their studies.**⁴
- Buena idea.
- **Ask your friend what problems he/she has with school work.**⁵
- Reply appropriately.

¹ No me gusta nada el dibujo. Accept any suitable answer.

² No es útil para mi futuro. Accept any suitable answer.

³ Hice dos o tres horas de deberes en mi habitación. Accept any suitable answer in the preterite.

⁴ Podrían usar más la tecnología. Accept any suitable response in the conditional or with an appropriate infinitive phrase.

⁵ ¿Qué problemas tienes con tus estudios? Accept any suitable question.

Look for and reward any valid alternative

ROLE PLAY
HIGHER TIER SET 4

NOTES FOR EXAMINERS – to be used in conjunction with mark scheme for role plays

CURRENT AND FUTURE STUDY AND EMPLOYMENT

Skills and Personal Qualities

Setting: Your Spanish friend has come to visit you and you talk about skills and personal qualities. Your teacher will play the part of your friend.

The teacher will speak first.

- ¿Cuáles son tus habilidades para el mundo del trabajo?
- **Say what skills you have for the world of work.**¹
- ¿Cómo sería tu jefe ideal?
- **Say how your ideal boss would be.**²
- ¿Qué aprendiste de tu experiencia laboral?
- **Answer the question.**³
- En tu opinión, ¿es importante tener éxito?
- **Say if you think success is important or not.**⁴
- Muy bien.
- **Ask your friend what his/her personal qualities are.**⁵
- Reply appropriately.

¹ Soy honesto / muy trabajador etc. Accept any suitable answer.

² Sería inteligente / muy amable etc. Accept any suitable answer in the conditional/future.

³ Aprendí trabajar en equipo / ser puntual. Accept any suitable answer in the past.

⁴ Para mí, el éxito no es lo más importante. Accept any suitable answer.

⁵ ¿Cuáles son tus cualidades personales? Accept any suitable question.

Look for and reward any valid alternative

ROLE PLAY
HIGHER TIER SET 5

NOTES FOR EXAMINERS – to be used in conjunction with mark scheme for role plays

IDENTITY AND CULTURE

Entertainment and Leisure

Setting: You are chatting with a Costa Rican friend about entertainment and leisure. Your teacher will play the part of your friend.

The teacher will speak first.

- ¿Qué tipo de música escuchas?
- **Say what kind of music you listen to.**¹
- ¿Qué haces en tu tiempo libre?
- **Answer the question.**²
- ¡Qué bien!
- **Ask your friend what he/she thinks about the cost of leisure activities.**³
- Depende mucho. ¿Qué hiciste ayer para relajarte?
- **Mention a leisure activity you did yesterday.**⁴
- ¿Qué debería hacer el gobierno para crear más oportunidades de ocio?
- **Say what the government should do to give people opportunities for leisure.**⁵
- Estoy de acuerdo.

¹ Me gusta la música clásica, etc. Accept any suitable answer.

² Veo la televisión, etc. Accept any suitable answer.

³ ¿Te parece caro el ocio? Accept any suitable question.

⁴ Fui al cine. Accept any suitable answer in the preterite.

⁵ Debería abrir más gimnasios. Accept any suitable answer in the conditional.

Look for and reward any valid alternative

ROLE PLAY
HIGHER TIER SET 6

NOTES FOR EXAMINERS – to be used in conjunction with mark scheme for role plays

WALES AND THE WORLD

Environment

Setting: You are talking to your Spanish guest about the environment. Your teacher will play the part of the guest.

The teacher will speak first.

- ¿Te parece importante cuidar el medio ambiente?
- **Say why it is important to protect the environment.**¹
- Vale. ¿Qué haces en casa para proteger el medio ambiente?
- **Answer the question.**²
- ¿Qué harás en tu instituto este año por el medio ambiente?
- **Say what you will do in your school this year.**³
- Está bien.
- **Ask about what they do in Spain for the environment.**⁴
- Hay un montón de proyectos. Y, ¿qué hiciste recientemente para ahorrar energía?
- **Say what you did recently to save energy.**⁵

¹ Creo que es muy importante cuidar el medioambiente. Accept any suitable response.

² Reciclo muchas botellas en casa. Accept any suitable answer.

³ Limpiaremos el parque. Accept any suitable answer in the future.

⁴ ¿Qué hacen en España por el medio ambiente? Accept any suitable question.

⁵ Apagué las luces. Accept any suitable answer in the past.

Look for and reward any valid alternative

Conversation Task

Guidance for examiners

Teacher examiners must remember that the candidate needs to cover both their chosen sub-sub-theme and the chosen bullet points equally to access the full range of marks for the conversation. Candidates will not be penalised if they include content which could be linked to another bullet point as long as it is relevant and the requirements of the task are still met.

When awarding marks for the Conversation, Communication and interaction, Pronunciation and intonation and Linguistic knowledge and accuracy will be assessed separately. However, if a candidate is awarded 0 for communication they will not be able to gain any marks for the other categories.

If a candidate is unable to start Part 1 of the conversation as indicated on the candidate and teacher instructions then the teacher examiner may prompt the candidate with a question taken from the **Suggested support questions for conversation task** or another appropriate question. This will be reflected in the awarding of marks for communication and interaction. In Part 2 the teacher examiner will start by asking the candidate a question based on the bullet point selected by the candidate. The question may be taken from the support questions.

Candidates who use rephrasing or repair strategies successfully without impeding communication may access the higher bands.

Assessment Grid for Unit 1: Speaking Conversation HIGHER TIER

(30 marks in total)

Band	Marks	Communication and interaction *	Marks	Pronunciation and intonation	Marks	Linguistic knowledge and accuracy
5	13-15	<ul style="list-style-type: none"> Confidently initiates and leads the conversation. Conveys detailed and relevant information in response to the questions clearly at all times. Conveys detailed and relevant information in response to the questions. Consistently develops responses to questions in extended sequences of speech. Narrates events coherently when asked to do so. Consistently able to express and justify thoughts, points of view and exchange opinions in detail. Excellent interaction with natural reactions and some fluency. 	5	<ul style="list-style-type: none"> Very good pronunciation and intonation. Consistently accurate with only minor inaccuracies. 	9-10	<ul style="list-style-type: none"> Excellent language with a wide variety of vocabulary and grammatical structures, including complex structures. High level of accuracy with only a few minor errors which occur when attempting more complex structures or vocabulary. References to past, present and future events are successful.
4	10-12	<ul style="list-style-type: none"> Can initiate and lead most of the conversation. Conveys detailed and mainly relevant information in response to questions. Almost always conveys information clearly. Regularly develops responses to questions in extended sequences of speech. Usually narrates events when asked to do so. Able to express and justify thoughts, points of view and exchange opinions in some detail. Very good interaction with usually natural reactions to questions. Usually prompt responses. 	4	<ul style="list-style-type: none"> Very good pronunciation and intonation with occasional inaccuracies. 	7-8	<ul style="list-style-type: none"> Very good language with some variety of vocabulary and grammatical structures. Very good level of accuracy with some minor errors. Other errors occur when attempting more complex structures or vocabulary. References to past, present and future events are mostly successful.
3	7-9	<ul style="list-style-type: none"> Can initiate the conversation may need occasional prompting. Conveys mainly relevant information with some detail in response to questions. Usually conveys information clearly. Conveys mainly relevant information with some detail in response to the questions. Develops some responses to questions in extended sequences of speech. Sometimes narrates events when asked to do so. Able to justify thoughts, points of view and exchange opinions. Good interaction with some natural reactions to questions. There may be some hesitations but the conversation has a reasonable pace. 	3	<ul style="list-style-type: none"> Generally good pronunciation and intonation. 	5-6	<ul style="list-style-type: none"> Good language with some variety of vocabulary and grammatical structures, including some complex structures. A good level of accuracy. There may be minor errors and occasionally more serious ones. Attempts made at more complex structures are sometimes successful. References to past, present and future events are sometimes successful.
2	4-6	<ul style="list-style-type: none"> Can initiate the conversation but needs support to extend responses. Conveys mainly relevant and mainly clear information. Occasional extended responses to questions. Occasionally narrates events briefly when asked to do so. Able to express thoughts, points of view and exchange opinions with some justification. Generally good interaction with some spontaneity. Sometimes hesitates and may not be able to respond to some questions 	2	<ul style="list-style-type: none"> Generally good pronunciation and intonation but with some inconsistency. 	3-4	<ul style="list-style-type: none"> Generally good language with a mainly simple range of vocabulary and grammatical structures. Attempts made at more complex structures. Generally good level of accuracy when using simple structures. Some success in references to past, present and future events.
1	1-3	<ul style="list-style-type: none"> Attempts to initiate the conversation. Needs support to both structure and extend the conversation Conveys some relevant information in response to questions. Responses may be occasionally unclear. Occasionally attempts longer responses to questions. Has limited success in narrating events. Able to express thoughts, some points of view and exchange some opinions with simple justification. Reasonable interaction with a little spontaneity. The conversation often has hesitations, and delivery can be quite slow at times. 	1	<ul style="list-style-type: none"> Pronunciation and intonation is more accurate than inaccurate. 	1-2	<ul style="list-style-type: none"> Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures. Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.
0	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted. 	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted. 	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted.