



GCSE MARKING SCHEME

SUMMER 2023

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

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.

WJEC GCSE SPANISH (NEW)
SUMMER 2023 MARK SCHEME
UNIT 1 – SPEAKING (HIGHER TIER)

General Advice

Examiners 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.

- Examiners must be positive in their approach. Look for opportunities to reward rather than penalise.
- Make sure that you are familiar with the role plays, the photo card questions and the conversation themes and bullet points.
- Make sure you are familiar with the assessment grids for the photo cards and conversation at Higher Tier and the descriptors for each section of the grid (pages 12-14). See information below regarding advice on awarding marks using banded mark schemes.
- The specified length of the Speaking test for Higher Tier is 10-12 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.

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.

Stage 1 – Deciding on the band

Beginning at the lowest band, examiners should look at the descriptors for that band and see if they match the qualities shown in the candidate's work for that section. If the descriptors at the lowest band are satisfied, examiners 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 work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of their responses.

Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark within the band. WJEC will provide standardising material already awarded a mark and this should be used as reference material when assessing the work.

When marking, examiners can use these examples to decide whether a candidate's work is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the standardising material as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

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

When using the assessment grids for the photo card discussion, the skills of Communication and interaction, and Linguistic knowledge and accuracy are to be assessed separately. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another.

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.

MARK SCHEME

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 las 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 inappropriate response.	0 marks

ROLE PLAY

HIGHER TIER SET 1

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

WALES AND THE WORLD

[15]

Social issues

Setting: You are talking with your Spanish friend about social issues. Your teacher will play the part of your friend.

The teacher will speak first.

- **¿Qué problema social te preocupa más?**
- Say which social problem worries you most.¹
- **¿Por qué te preocupa este problema?**
- Answer the question.²
- **Sí, estoy de acuerdo. ¿Qué actividades hiciste para recaudar fondos en tu instituto?**
- Say what fundraising activities you did at your school.³
- **¡Qué bien! ¿Qué harás para ayudar a tu comunidad local en el futuro?**
- Say what you will do to support your local community in the future.⁴
- **¡Qué buena idea!**
- Ask your friend about social problems where they live.⁵
- **Reply appropriately.**

¹ Me preocupa la discriminación / la violencia / el racismo / la desigualdad / la pobreza / el paro. Accept any suitable answer.

² Porque hay mucha gente sin techo / Porque no veo soluciones / porque el gobierno no hace nada. Accept any suitable answer.

³ Organicé un partido de fútbol / vendí pasteles en mi instituto / lavé coches / no hice nada para recaudar fondos. Accept any suitable answer in the past.

⁴ Trabajaré como voluntario en una tienda de caridad / Ayudaré en un banco de alimentos / recaudaré fondos para una obra benéfica. Allow any future i.e quiero+inf or voy a....

⁵ ¿Qué problemas sociales hay donde vives? / ¿Hay gente en la calle en tu ciudad? Accept any suitable question.

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

IDENTITY AND CULTURE

[15]

Health and fitness

Setting: You are chatting to your Spanish friend about health and fitness. Your teacher will play the part of your friend.

The teacher will speak first.

- **¿Qué es importante hacer para llevar una vida sana?**
- Say what is important to lead a healthy lifestyle.¹
- **¿Qué harás en el futuro para mantenerte en forma?**
- Say what you will do in the future to keep fit.²
- **Dime algo que hiciste la semana pasada para comer más sano.**
- Say what you did last week to eat more healthily.³
- **Estupendo. ¿Qué opinas de la comida basura?**
- Answer the question.⁴
- **Sí, estoy de acuerdo.**
- Ask your friend about organic food.⁵
- **Reply appropriately.**

¹ Para llevar una vida sana, es importante hacer deporte / comer sano / acostarse temprano / evitar la comida basura. Accept any suitable answer.

² En el futuro, haré deportes, iré al gimnasio, llevaré una dieta equilibrada / comeré sano. Allow any future i.e quiero+inf or voy a....

³ La semana pasada comí más verduras y frutas / bebí mucha agua / evité la comida basura. Accept any suitable answer in the past.

⁴ La comida basura es asquerosa / es mala para la salud / es muy grasosa. Accept any suitable answer.

⁵ ¿Qué piensas de la comida ecológica? /¿Es una buena idea comprar comida orgánica? Accept any suitable question.

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

IDENTITY AND CULTURE

[15]

Technology and social media

Setting: You are chatting to your Spanish friend about technology and social media. Your teacher will play the part of your friend.

The teacher will speak first.

- **¿Para qué usas tu teléfono móvil?**
- Say what you use your mobile phone for.¹
- **¿Cómo usaste la tecnología la semana pasada?**
- Say how you used technology last week.²
- **Muy interesante.**
- Ask your friend about video games.³
- **Reply appropriately. ¿Qué opinas de las redes sociales?**
- Answer the question.⁴
- **Sí, estoy de acuerdo. ¿Durante cuánto tiempo usarás las redes sociales mañana?**
- Say how long you will use social media tomorrow.⁵
- **Muy bien.**

¹ Mando textos/ uso mi móvil para jugar a los videojuegos / Tengo aplicaciones en mi móvil / Leo mis correos / Saco fotos / Hago llamadas de teléfono. Accept any suitable answer.

² La semana pasada descargué una película / navegué por Internet / usé las redes sociales. Accept any suitable answer in the past.

³ ¿Qué piensas de los videojuegos? / ¿Juegas a los videojuegos en tu tiempo libre? / ¿Te gustan los videojuegos? Accept any suitable question.

⁴ Las redes sociales son aburridas / son divertidas / me gustan / no me interesan. Accept any suitable answer.

⁵ Mañana usaré las redes sociales dos horas / todo el día / No las usaré. Allow any future i.e quiero+inf or voy a....

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

WALES AND THE WORLD

[15]

Local areas of interest

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

The teacher will speak first.

- **¿Qué lugar recomiendas visitar en Gales?**
- Say what place you recommend visiting in Wales.¹
- **Muy interesante. ¿Qué visitaste en tu región la semana pasada?**
- Say what you visited in your region last week.²
- **Vale. ¿Te gusta ir a los museos?**
- Say if you like going to museums.³
- **¿Te gustaría siempre vivir en Gales?**
- Answer the question.⁴
- **Muy buena idea.**
- Ask your friend about their plans to visit Wales.⁵
- **Reply appropriately.**

¹ En Gales, recomiendo visitar el Parque Nacional Snowdonia / la capital Cardiff / el castillo de Ogmore / el Parque Nacional de la Costa de Pembrokeshire / el pueblo medieval de Conwy / la ciudad de Swansea / las montañas / la costa. Accept any suitable answer.

² La semana pasada visité el castillo / el museo de arte moderno / una galería de arte. Accept any suitable answer in the past.

³ Sí, me gusta ir a los museos a menudo / a veces / de vez en cuando / No, los museos me parecen aburridos. Accept any suitable answer

⁴ Sí, me encanta la gente / el paisaje es precioso / no, me gustaría viajar por el mundo etc. Accept any suitable answer

⁵ ¿Vas a visitar Gales? / ¿Tienes planes para visitar Bangor? / ¿Cuándo vas a venir a Cardiff? Accept any suitable question.

La semana pasada visité el castillo / fui al cine con mis amigos / jugué al fútbol en el parque / salí de compras con mi familia. Accept any suitable answer

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

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Skills and personal qualities

Setting: You are being interviewed for a summer job in Spain and you will talk about your skills and personal qualities. Your teacher will play the part of the interviewer.

The teacher will speak first.

- **¿Por qué le interesa este trabajo?**
- Say why you are interested in this job.¹
- **Muy bien. ¿Qué cualidades personales tiene usted para este trabajo?**
- Answer the question.²
- **Estupendo. ¿Qué experiencia laboral ha tenido?**
- Say if you did work experience.³
- **Muy bien.**
- Ask the interviewer about languages needed for the job.⁴
- **Reply appropriately. ¿Qué trabajo le gustaría hacer en el futuro?**
- Say what job you will do in the future.⁵
- **Muchas gracias. Quedamos en contacto.**

¹ Porque quiero mejorar mi español / Porque quiero ganar dinero durante el verano. Accept any suitable answer.

² Soy muy organizado / Me gusta trabajar en equipo / Tengo iniciativa. Accept any suitable answer.

³ No, no hice experiencia laboral / Sí, trabajé en un banco. Accept any suitable answer in the past.

⁴ ¿Qué lenguas se necesitan para este trabajo? / ¿Tengo que hablar español para este puesto? / ¿Son necesarios los idiomas? Accept any suitable question.

⁵ Quiero ser médico(a) / Voy a ser profesor(a) / Trabajaré en un banco. Accept any suitable question.

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

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Post-16 study

Setting: You are talking with your Spanish friend about your future studies. Your teacher will play the part of your friend.

The teacher will speak first.

- **¿Qué planes tienes para tu futuro?**
- Say what plans you have for post-16 study.¹
- **Muy bien. ¿El español forma parte de tus planes?**
- Answer the question.²
- **¿Cómo buscaste información sobre tus planes futuros?**
- Ask how you researched information about your future plans.³
- **¡Qué interesante!**
- Ask your friend about university.⁴
- **Reply appropriately. ¿Irás a otro instituto después de los exámenes?**
- Say if you will go to a different school after your exams.⁵
- **Genial.**

¹ Voy a estudiar el bachillerato / Voy a empezar un aprendizaje. Accept any suitable answer.

² No, voy a estudiar ciencias / Sí, quiero estudiar español en el bachillerato / No estoy seguro. Accept any suitable answer.

³ Busqué información por Internet / Hablé con mis profesores. Accept any suitable answer in the past.

⁴ ¿Qué piensas de ir a la universidad? / ¿Qué opinión tienes de la universidad? / ¿Vas a ir a la universidad? Accept any suitable question.

⁵ No, seguiré en el mismo instituto / Sí, me cambiaré de instituto / No sé todavía. Accept any suitable answer.

Look for and reward any valid alternative.

Photo Card Discussion

Guidance for examiners

Teacher-examiners should aim to spend equal time on all four questions. However, some candidates will give uneven responses and some candidates may cover the unseen questions before these are asked. Teachers are allowed to prompt candidates to extend their answers where appropriate. Acceptable prompts in the assessed language include:

- asking why/ why not
- asking their opinion
- asking what they think
- asking them to say more
- asking them to develop their answer, give more details or explain their response

Students who do not understand the unseen questions asked by the teacher-examiner may use repair strategies to seek clarification and should not be penalised. Candidates who then proceed to respond to the question should be awarded marks based on their response given to the question.

If a candidate does not respond to all the questions in this task this should be reflected in the marks awarded (see marking grids).

Assessment Grid for Unit 1: Speaking Photo Card Discussion HIGHER TIER

(15 marks)

Band	Marks	Communication and interaction *	Marks	Linguistic knowledge and accuracy
5	9-10	<ul style="list-style-type: none"> Conveys detailed information and extended responses to the photo and all questions. Consistently able to express and justify thoughts, points of view and exchange opinions in detail. 	5	<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 few minor errors which occur when attempting more complex structures or vocabulary. References to past, present and future events are successful.
4	7-8	<ul style="list-style-type: none"> Conveys relevant information with some extended responses to the photo and all or nearly all questions. Able to express thoughts, points of view and exchange opinions with justification 	4	<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	5-6	<ul style="list-style-type: none"> Conveys mainly relevant information with occasional extended responses in response to the photo and most questions. Able to express points of view and opinions with some attempts at justification 	3	<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 made and are sometimes successful
2	3-4	<ul style="list-style-type: none"> Conveys some information in response to the photo and questions. Able to express some opinions with some attempts at simple justification. 	2	<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. There may be errors but they do not generally prevent communication. Some success in making reference to past, present and future events.
1	1-2	<ul style="list-style-type: none"> Some attempts to respond to the photo and some questions with simple responses. Able to express some basic opinions. 	1	<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.

When awarding marks, Communication and interaction and Linguistic knowledge and accuracy will be assessed separately.

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

Conversation Task

Guidance for examiners

Teacher-examiners must remember that the candidate needs to cover both 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 either part 1 or part 2 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.