



GCSE MARKING SCHEME

SUMMER 2022

**GCSE
SPANISH - UNIT 1
SPEAKING - FOUNDATION TIER
3810U10-1**

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

SUMMER 2022 MARK SCHEME

UNIT 1 – SPEAKING FOUNDATION 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 Foundation 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 Foundation Tier is 5-7 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 Foundation 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 (Foundation 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:

Foundation Tier

3	Message is conveyed. Vocabulary and grammatical structures are mostly correct. Pronunciation and intonation are mostly accurate, may have occasional lapses.
2	Message is conveyed, though there may be some ambiguity, or message is partially conveyed without ambiguity. Vocabulary and grammatical structures contain frequent errors. Pronunciation and intonation are more accurate than inaccurate.
1	Message is partially conveyed, but is ambiguous. 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 Foundation 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:

Foundation Tier

¿Cuándo es tu cumpleaños?

Response	Comments	Mark
Es el catorce de mayo	Clear pronunciation with complete information	3 marks
catorce mayo	Pronunciation inaccurate	2 marks
mayo	Message partially conveyed no date is given.	1 mark
cumpleaños	Language solely from the prompt question inappropriate response.	0 marks

ROLE PLAY
FOUNDATION SET 1

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

WALES AND THE WORLD

Travel and transport

Setting: Your Spanish friend is in Wales. Your friend wants to go to the nearest city. Your teacher will play the part of your friend.

The teacher will speak first.

- ¿Cómo puedo ir a la ciudad?
- **Say what transport there is.** ¹
- Vale.
- **Ask your friend if he/she likes public transport.**²
- Los autobuses están bien. ¿Cuánto dinero cuesta ir a la ciudad?
- **Answer the question.**³
- ¿Cuánto dura el viaje?
- **Say how long the trip takes into the city.**⁴
- Perfecto. ¿Dónde fuiste recientemente con el transporte público?
- **Mention where you went recently on public transport in Wales.** ⁵
- Muy bien.

¹ Hay un tren – or other transport. Accept any suitable response.

² ¿Te gusta el transporte público? or other suitable question.

³ Cuesta cinco libras (or other price). Accept any suitable response.

⁴ Es un viaje de 30 minutos (or other time) Accept any suitable answer.

⁵ Ayer fui al estadio (en autobús). Accept any suitable response in past tense.

Look for and reward any valid alternative.

ROLE PLAY
FOUNDATION SET 2

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

IDENTITY AND CULTURE

Self and Relationships

Setting: Your Spanish friend is talking to you about friendship. Your teacher will play the part of your friend.

The teacher will speak first.

- ¿Adónde vas con tus amigos los fines de semana?
- **Say where you and your friends go at the weekend.¹**
- Vale.
- **Ask what his/her best friend is like.²**
- Es muy buena persona. ¿Cómo se llama tu mejor amigo/a?
- **Answer the question.³**
- En tu opinión, ¿por qué son importantes los amigos?
- **Say why you think friends are important.⁴**
- Es verdad. Y, ¿qué hiciste con tus amigos recientemente?
- **Say what you did with your friends recently.⁵**

¹ Vamos al parque. Accept any suitable alternative place.

² ¿Cómo es tu mejor amigo/a ? Accept any suitable question.

³ Se llama X. Accept any suitable answer.

⁴ Los amigos ayudan con los problemas. Accept any suitable response.

⁵ Fuimos a ver una película. Accept any suitable answer in the past.

Look for and reward any valid alternative.

ROLE PLAY
FOUNDATION SET 3

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: You are chatting online to your Spanish friend about skills and personal qualities. Your teacher will play the part of your friend.

The teacher will speak first.

- ¿Qué cualidad personal es útil en el empleo?
- **Say what personal quality is useful in a job.¹**
- ¿Cuál es tu característica más importante?
- **Answer the question.²**
- ¿Es importante tener conocimiento de informática?
- **Say if you think ICT skills are important.³**
- ¿Qué hiciste recientemente para mejorar tus habilidades?
- **Say what you did to improve your skills.⁴**
- Muy bien.
- **Ask your friend what languages he/she speaks.⁵**
- Hablo español, inglés y galés.

¹ Es bueno ser puntual. Accept any other suitable response.

² Soy trabajador(a). Accept any other suitable response.

³ Usar ordenadores es importante. Accept any other suitable response.

⁴ Hice prácticas laborales. Accept any suitable answer in past tense.

⁵ ¿Qué idiomas hablas? Accept any suitable question.

Look for and reward any valid alternative.

ROLE PLAY
FOUNDATION SET 4

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 your Mexican friend about leisure. Your teacher will play the part of your friend.

The teacher will speak first.

- ¿Qué haces en tu tiempo libre?
- **Say what you do in your spare time.** ¹
- Y, ¿con qué frecuencia vas al cine?
- **Answer the question.** ²
- Muy bien. ¿Qué tipo de películas te gusta?
- **Say what kind of films you like.** ³
- ¿Qué libro leíste recientemente?
- **Say what book you read recently.** ⁴
- Muy bien.
- **Ask your friend if he/she thinks leisure is important.** ⁵
- Reply appropriately.

¹ Me gusta ver la tele. Accept any suitable answer.

² Voy al cine los sábados. Accept any suitable answer.

³ Me gustan las películas de acción. Accept any suitable answer.

⁴ Leí X (any suitable book title). Accept any suitable answer in past tense.

⁵ ¿Piensas que el ocio es importante? Accept any suitable question.

Look for and reward any valid alternative

ROLE PLAY
FOUNDATION SET 5

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

CURRENT AND FUTURE STUDY AND EMPLOYMENT

School/College Life

Setting: You are chatting with your Argentinian friend about life at school. Your teacher will play the part of your friend.

The teacher will speak first.

- ¿Cuál es tu asignatura preferida?
- **Say what your favourite subject is.** ¹
- ¿Cómo se llama tu profe de inglés?
- **Say what your English teacher is called.**²
- ¿Qué haces durante el recreo?
- **Answer the question.**³
- ¿Qué viaje escolar hiciste recientemente?
- **Say where you went on a school trip.**⁴
- Muy bien.
- **Ask your friend what his/her teachers are like.**⁵
- Muy buenos.

¹ Me gusta (más) el inglés etc. Accept any suitable answer.

² Se llama el señor/la señora X. Accept any suitable response.

³ Juego al fútbol. Accept any suitable response.

⁴ Fuimos a Londres. Accept any suitable answer in the past.

⁵ ¿Cómo son tus profesores? Accept any suitable question.

Look for and reward any valid alternative

ROLE PLAY
FOUNDATION 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 friend's grandparent about the environment. Your teacher will play the part of the grandparent.

The teacher will speak first.

- ¿Qué problemas medioambientales existen en el mundo?
- **Mention any environmental problem in the world.¹**
- ¿Cuál es la causa de este problema?
- **Answer the question.²**
- Estoy de acuerdo.
- **Ask your friend's grandparent about recycling.³**
- Reply appropriately. ¿Qué piensan los jóvenes sobre el medio ambiente?
- **Say what young people think about the environment.⁴**
- ¿Qué hizo en el instituto recientemente para proteger el medio ambiente?
- **Say what you did recently at school to help the environment.⁵**
- Está muy bien.

¹ Hay mucha contaminación. Accept any suitable answer.

² Hay muchos coches en las calles. Accept any suitable answer.

³ ¿Reciclar es importante? Accept any suitable question.

⁴ Piensan que es un tema muy importante. Accept any suitable answer.

⁵ Limpiamos el parque. 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 FOUNDATION 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"> Can initiate the conversation but needs support to extend responses. Conveys mainly relevant and 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. 	5	<ul style="list-style-type: none"> Generally good pronunciation and intonation but with some inconsistency. 	9-10	<ul style="list-style-type: none"> Generally good language with a mainly simple range of vocabulary and grammatical structures. Some 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 references to past, present and future events.
4	10-12	<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 	4	<ul style="list-style-type: none"> Pronunciation and intonation is more accurate than inaccurate. 	7-8	<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.
3	7-9	<ul style="list-style-type: none"> May need support to initiate and structure the discussion and gives short responses to most questions Some responses may be difficult to understand or may be unclear. Attempts made at longer responses or at narrating events but with very limited success. Conveys simple thoughts and exchanges simple opinions with very simple justification. Basic interaction with little or no spontaneity. The conversation has hesitations, which can be long, and delivery is quite slow. 	3	<ul style="list-style-type: none"> Pronunciation is mostly understandable with some correct intonation. 	5-6	<ul style="list-style-type: none"> Basic language using simple vocabulary and grammatical structures. Some accuracy demonstrated when using simple structures. There may be errors which sometimes prevent communication. Little success in references to past or future events.
2	4-6	<ul style="list-style-type: none"> Gives very short responses. Many responses are unclear. Some attempts made at slightly longer responses or at narrating events but without success. Conveys simple thoughts and opinions Limited interaction with no spontaneity. The conversation has frequent hesitations which are often long. Delivery is slow. 	2	<ul style="list-style-type: none"> Attempts to pronounce words accurately. 	3-4	<ul style="list-style-type: none"> Limited language with a very simple range of vocabulary and grammatical structures. Frequent errors likely. Very little or no success in making references to past or future events.
1	1-3	<ul style="list-style-type: none"> Very little information conveyed. Most responses are very unclear. Unable to attempt slightly longer responses or narrate events. Unable to give an opinion. Poor interaction. Long hesitations before answering most questions. Very disjointed conversation. 	1	<ul style="list-style-type: none"> Pronunciation is occasionally understandable. 	1-2	<ul style="list-style-type: none"> Very poor language with a very limited range of vocabulary and grammatical structures. Occasional accuracy demonstrated.
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.