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# **GCSE MARKING SCHEME**

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**SUMMER 2023**

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

## **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

#### FOUNDATION 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 Foundation Tier and the descriptors for each section of the grid (pages 12 and 14). See information below regarding advice on awarding marks using banded mark schemes.
- The specified length of the Speaking test for Foundation 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.

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 Foundation 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 (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

<b>3</b>	Message is conveyed. Vocabulary and grammatical structures are mostly correct. Pronunciation and intonation are mostly accurate, may have occasional lapses.
<b>2</b>	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.
<b>1</b>	Message is partially conveyed but is ambiguous. Limited knowledge of vocabulary and grammatical structures demonstrated. Lapses in pronunciation and intonation may impede communication.
<b>0</b>	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**

[15]

**Social issues**

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

**The teacher will speak first.**

- **¿Qué problema social hay en tu país?**
- Mention a world social problem in your country.<sup>1</sup>
- **¿Qué opinas de este problema?**
- Answer the question.<sup>2</sup>
- **Sí, estoy de acuerdo.**
- Ask your friend about helping other people.<sup>3</sup>
- **Sí, claro. ¿Qué trabajo voluntario haces?**
- Say what volunteering work you do.<sup>4</sup>
- **¿Qué hiciste para conseguir dinero en tu instituto?**
- Mention a fundraising activity you did in school.<sup>5</sup>
- **¡Qué buena idea!**

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<sup>1</sup> La droga es un problema / Hay pobreza / discriminación / violencia / racismo / desigualdad / guerra / los 'sin techo'. Accept any suitable answer.

<sup>2</sup> Es muy triste / Me da pena / Me preocupa mucho. Accept any suitable answer.

<sup>3</sup> ¿Es importante ayudar a los pobres? / ¿Hay que ayudar a los demás? Accept any suitable question.

<sup>4</sup> Trabajo en una tienda de caridad / No hago nada. Accept any suitable answer.

<sup>5</sup> Lavé los coches de mis profesores / Vendimos pasteles en mi instituto. Accept any suitable answer in the past.

**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**

[15]

**Entertainment and leisure**

Setting: You are chatting with your Argentinian friend about what you do in your free time. Your teacher will play the part of your friend.

**The teacher will speak first.**

- **¿Qué tipo de películas prefieres?**
- Say which type of films you prefer.<sup>1</sup>
- **Vale. ¿Cuándo fuiste al cine la última vez?**
- Say when you last went to the cinema.<sup>2</sup>
- **¿Qué haces en tu tiempo libre?**
- Answer the question.<sup>3</sup>
- **¿Qué opinión tienes de la música clásica?**
- Give your opinion about classical music.<sup>4</sup>
- **Sí, estoy de acuerdo.**
- Ask your friend if they like television.<sup>5</sup>
- **Sí, me gusta mucho.**

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<sup>1</sup> Prefiero las películas de acción / de amor / de comedia / de guerra / de ciencia ficción / de terror. Accept any suitable answer.

<sup>2</sup> Fui al cine la semana pasada / el sábado pasado / el fin de semana / No fui al cine / No he ido al cine este año. Accept any suitable answer.

<sup>3</sup> Me gusta leer / Juego al fútbol / Juego a los videojuegos / Me encanta ver la televisión. Accept any suitable answer.

<sup>4</sup> Me encanta la música clásica / Detesto la música clásica / No soporto la música clásica / No me interesa. Accept any suitable answer.

<sup>5</sup> ¿Te gusta la televisión? / ¿Te gusta ver la televisión? Accept any suitable question.

**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**

**WALES AND THE WORLD**

[15]

**Environment**

Setting: You are chatting with your Colombian friend's grandfather about the environment. Your teacher will play the part of your friend's grandfather.

**The teacher will speak first.**

- **¿Qué problema medioambiental hay en tu región?**
- Mention an environmental problem in your region.<sup>1</sup>
- **¡Qué pena! En tu opinión, ¿cómo se puede proteger el medio ambiente?**
- Say what can be done to protect the environment.<sup>2</sup>
- **Sí, estoy de acuerdo. ¿Qué reciclas en casa?**
- Answer the question.<sup>3</sup>
- **Vale.**
- Ask your friend's grandfather about the environment in Colombia.<sup>4</sup>
- **Reply appropriately. ¿Qué hiciste la semana pasada por el medio ambiente?**
- Say what you did for the environment last week.<sup>5</sup>
- **Muy bien.**

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<sup>1</sup> Un problema es la contaminación / la deforestación / el calentamiento global / el efecto invernadero / el agujero en la capa de ozono / Hay inundaciones. Accept any suitable answer.

<sup>2</sup> Se puede proteger a los animales / reducir el consumo de energía / evitar el malgasto. Accept any suitable answer.

<sup>3</sup> Reciclo papel / vidrio / cartón. Accept any suitable answer.

<sup>4</sup> ¿Qué problemas medioambientales hay en Colombia? / ¿Se recicla mucho en Colombia? Accept any suitable question.

<sup>5</sup> Reciclé papel / Apagué las luces / No malgasté agua. Accept any suitable answer in the past.

**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**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT** [15]

**Career plans**

Setting: You are chatting with your Mexican friend about career plans. Your teacher will play the part of your friend.

**The teacher will speak first.**

- **¿Qué trabajo te interesa?**
- Say what job interests you.<sup>1</sup>
- **¡Qué bien! ¿Por qué te gusta ese trabajo?**
- Answer the question.<sup>2</sup>
- **Sí, es verdad.**
- Ask your friend if it is important to go to university.<sup>3</sup>
- **Depende. ¿Qué piensas de la experiencia laboral?**
- Give your opinion about work experience.<sup>4</sup>
- **¿Qué hiciste recientemente para prepararte para tu carrera profesional?**
- Say what you did to prepare for your career.<sup>5</sup>
- **Estupendo.**

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<sup>1</sup> Quiero ser dentista / recepcionista / electricista. Accept any suitable answer.

<sup>2</sup> Es un trabajo interesante / Se gana mucho dinero / Hay muchas oportunidades. Accept any suitable answer.

<sup>3</sup> ¿Es importante ir a la universidad? / ¿Vale la pena ir a la universidad? Accept any suitable question.

<sup>4</sup> La experiencia laboral es muy útil / Es una buena idea / No estoy seguro/a. Accept any suitable answer.

<sup>5</sup> Trabajé en una oficina / Estudié mucho. Accept any suitable answer in the past.

**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** [15]

**Post-16 study**

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

**The teacher will speak first.**

- **¿Qué asignaturas te interesan?**
- Say which subjects interest you.<sup>1</sup>
- **¿Por qué te interesan?**
- Say why you are interested in them.<sup>2</sup>
- **Muy bien. ¿Qué piensas de estudiar por Internet?**
- Answer the question.<sup>3</sup>
- **Sí, estoy de acuerdo.**
- Ask your friend what they plan to study next year.<sup>4</sup>
- **Tengo muchos planes. ¿Qué deberes hiciste anoche?**
- Say what homework you did yesterday.<sup>5</sup>
- **Genial.**

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<sup>1</sup> El año próximo quiero estudiar química / física / biología / matemáticas. Accept any suitable answer.

<sup>2</sup> Porque es interesante / es útil / es una buena idea. Accept any suitable answer.

<sup>3</sup> Me parece difícil / Es más fácil / Es igual. Accept any suitable answer.

<sup>4</sup> ¿Cuáles son tus planes para el año que viene? / ¿Qué planes tienes para el año próximo? Accept any suitable answer.

<sup>5</sup> Hice los deberes de matemáticas / No hice deberes. Accept any suitable answer in the past.

**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**

**IDENTITY AND CULTURE**

[15]

**Food and drink**

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

**The teacher will speak first.**

- **¿Qué desayunas?**
- Say what you have for breakfast.<sup>1</sup>
- **¿Qué opinas de la comida basura?**
- Give your opinion about junk food.<sup>2</sup>
- **Sí, estoy de acuerdo. ¿Tienes una fruta preferida?**
- Answer the question.<sup>3</sup>
- **¿Qué cenaste anoche?**
- Say what you had for dinner last night.<sup>4</sup>
- **¡Delicioso!**
- Ask your friend what drink they like.<sup>5</sup>
- **Reply appropriately.**

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<sup>1</sup> Tomo tostadas con mermelada / Me gustan los cereales / Tomo zumo de naranja / No desayuno nunca / No me gusta el desayuno. Accept any suitable answer.

<sup>2</sup> Creo que la comida basura es deliciosa / es asquerosa / es mala para la salud. Accept any suitable answer.

<sup>3</sup> Prefiero las manzanas / nunca como fruta / No me gusta ninguna fruta. Accept any suitable answer.

<sup>4</sup> Anoche comí pescado con patatas fritas / un bocadillo de jamón / hamburguesas con queso. Accept any suitable answer in the past.

<sup>5</sup> ¿Qué bebida(s) te gusta(n)? Accept any suitable question.

**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 FOUNDATION TIER**

(15 marks)

Band	Marks	Communication and interaction *	Marks	Linguistic knowledge and accuracy
5	9-10	<ul style="list-style-type: none"> <li>Conveys relevant information with occasional extended responses to the photo and all questions.</li> <li>Frequently gives points of view and opinions with justification.</li> </ul>	5	<ul style="list-style-type: none"> <li>Generally good language with a mainly simple range of vocabulary and grammatical structures. Some attempts made at more complex structures.</li> <li>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.</li> </ul>
4	7-8	<ul style="list-style-type: none"> <li>Conveys relevant information in response to the photo and all or nearly all questions.</li> <li>Able to express points of view and opinions with some attempts at justification.</li> </ul>	4	<ul style="list-style-type: none"> <li>Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures.</li> <li>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.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>Gives simple responses to the photo and most questions.</li> <li>Conveys some opinions with simple justification.</li> </ul>	3	<ul style="list-style-type: none"> <li>Basic language using simple vocabulary and grammatical structures.</li> <li>Some accuracy demonstrated when using simple structures. There may be errors which sometimes prevent communication. Little success in references to past or future events.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>Gives short simple responses to the photo and some of the questions.</li> <li>Occasional attempts to convey simple opinions.</li> </ul>	2	<ul style="list-style-type: none"> <li>Limited language with a very simple range of vocabulary and grammatical structures.</li> <li>Frequent errors likely. Very little or no success in making references to past or future events.</li> </ul>
1	1-2	<ul style="list-style-type: none"> <li>Some attempts to respond to the photo and questions with very short responses.</li> <li>Few or no opinions given.</li> </ul>	1	<ul style="list-style-type: none"> <li>Very poor language with a very limited range of vocabulary and grammatical structures.</li> <li>Occasional accuracy demonstrated.</li> </ul>
0	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>

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 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"> <li>Can initiate the conversation but needs support to extend responses. Conveys mainly relevant and clear information.</li> <li>Occasional extended responses to questions. Occasionally narrates events briefly when asked to do so.</li> <li>Able to express thoughts, points of view and exchange opinions with some justification.</li> <li>Generally good interaction with some spontaneity. Sometimes hesitates and may not be able to respond to some questions.</li> </ul>	5	<ul style="list-style-type: none"> <li>Generally good pronunciation and intonation but with some inconsistency.</li> </ul>	9-10	<ul style="list-style-type: none"> <li>Generally good language with a mainly simple range of vocabulary and grammatical structures. Some attempts made at more complex structures.</li> <li>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.</li> </ul>
4	10-12	<ul style="list-style-type: none"> <li>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.</li> <li>Occasionally attempts longer responses to questions. Has limited success in narrating events.</li> <li>Able to express thoughts, some points of view and exchange some opinions with simple justification.</li> <li>Reasonable interaction with a little spontaneity. The conversation often has hesitations, and delivery can be quite slow at times</li> </ul>	4	<ul style="list-style-type: none"> <li>Pronunciation and intonation is more accurate than inaccurate.</li> </ul>	7-8	<ul style="list-style-type: none"> <li>Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures.</li> <li>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.</li> </ul>
3	7-9	<ul style="list-style-type: none"> <li>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.</li> <li>Attempts made at longer responses or at narrating events but with very limited success.</li> <li>Conveys simple thoughts and exchanges simple opinions with very simple justification.</li> <li>Basic interaction with little or no spontaneity. The conversation has hesitations, which can be long, and delivery is quite slow.</li> </ul>	3	<ul style="list-style-type: none"> <li>Pronunciation is mostly understandable with some correct intonation.</li> </ul>	5-6	<ul style="list-style-type: none"> <li>Basic language using simple vocabulary and grammatical structures.</li> <li>Some accuracy demonstrated when using simple structures. There may be errors which sometimes prevent communication. Little success in references to past or future events.</li> </ul>
2	4-6	<ul style="list-style-type: none"> <li>Gives very short responses. Many responses are unclear.</li> <li>Some attempts made at slightly longer responses or at narrating events but without success.</li> <li>Conveys simple thoughts and opinions</li> <li>Limited interaction with no spontaneity. The conversation has frequent hesitations which are often long. Delivery is slow.</li> </ul>	2	<ul style="list-style-type: none"> <li>Attempts to pronounce words accurately.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>Limited language with a very simple range of vocabulary and grammatical structures.</li> <li>Frequent errors likely. Very little or no success in making references to past or future events.</li> </ul>
1	1-3	<ul style="list-style-type: none"> <li>Very little information conveyed. Most responses are very unclear.</li> <li>Unable to attempt slightly longer responses or narrate events.</li> <li>Unable to give an opinion.</li> <li>Poor interaction. Long hesitations before answering most questions. Very disjointed conversation.</li> </ul>	1	<ul style="list-style-type: none"> <li>Pronunciation is occasionally understandable.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>Very poor language with a very limited range of vocabulary and grammatical structures.</li> <li>Occasional accuracy demonstrated.</li> </ul>
0	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>