



GCSE MARKING SCHEME

SUMMER 2024

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

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

WJEC GCSE SPANISH
UNIT 1 – SPEAKING (FOUNDATION TIER)
SUMMER 2024 MARK SCHEME

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 12-14). 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.

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.

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

IDENTITY AND CULTURE

[15]

Health and fitness

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

The teacher will speak first.

- ¿Qué comida sana comes?
- **Say what healthy food you eat.** ¹
- ¿Por qué es importante tener una dieta saludable?
- **Say why it is important to have a healthy diet.** ²
- ¿Qué hiciste recientemente para mantenerte en forma?
- **Say what you did recently to keep fit.** ³
- ¿Qué deporte practicas?
- **Answer the question.** ⁴
- Muy bien.
- **Ask your friend something about health and fitness.** ⁵
- Reply accordingly.

¹ Como manzanas / ensaladas / verduras. Accept any suitable answer.

² Es importante para tu salud / No es bueno comer la comida basura. Accept any suitable answer.

³ Hice gimnasia en casa / Salí a correr todos los días / No me mantuve en forma. Accept any suitable answer.

⁴ Juego al fútbol / Practico natación. Accept any suitable answer.

⁵ ¿Tienes una vida sana? ¿Vas al gimnasio? ¿Comes fruta y verduras? Accept any suitable question.

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

WALES AND THE WORLD

[15]

Social issues

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

The teacher will speak first.

- Dame un ejemplo de un problema social en el mundo.
- **Mention one social problem in the world.¹**
- ¿Qué piensas de este problema?
- **Answer the question.²**
- ¿Qué haces tú para ayudar a otras personas?
- **Say what you do to help others.³**
- Muy bien.
- **Ask your friend something about social issues.⁴**
- Reply accordingly. ¿Qué hiciste como trabajo voluntario en el pasado?
- **Say what voluntary work you did in the past.⁵**
- Muy bien.

¹ Hay pobreza / desempleo / violencia (en el mundo). Accept any suitable answer.

² Es muy difícil / serio. Accept any suitable answer.

³ Hago trabajo voluntario / Ayudo en una tienda solidaria. Accept any suitable answer.

⁴ ¿Te preocupan las cuestiones sociales? / ¿Es importante ayudar a otras personas?
Accept any suitable question.

⁵ Ayudé a los sin techo / Recaudé dinero para los pobres. Accept any suitable answer.

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

IDENTITY AND CULTURE

[15]

Technology and social media

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

The teacher will speak first.

- ¿Qué tecnología usas?
- **Say what technology you use.**¹
- ¿Cuándo usas la tecnología?
- **Answer the question.**²
- Genial.
- **Ask your friend something about social media.**³
- Reply accordingly. En tu opinión, ¿qué problema hay con la tecnología?
- **Mention a problem with technology.**⁴
- ¿Para qué usaste la tecnología ayer?
- **Say what you used technology for yesterday.**⁵
- Estupendo.

¹ Uso el ordenador / Tengo una tableta. Accept any suitable answer.

² Uso la tecnología los fines de semana / por las tardes / en el instituto. Accept any suitable answer.

³ ¿Qué piensas sobre las redes sociales? / ¿Te gustan las redes sociales? Accept any suitable question.

⁴ Los móviles son muy adictivos / La tecnología es muy cara. Accept any suitable answer.

⁵ Usé el ordenador para ver películas / Jugué a los videojuegos en mi móvil. Accept any suitable answer.

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

WALES AND THE WORLD

[15]

Local areas of interest

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

The teacher will speak first.

- ¿Qué hay para los turistas en tu zona?
- **Say what there is for tourists in your area.**¹
- Vale. ¿Qué visitaste recientemente en Gales?
- **Say what you visited recently in Wales.**²
- ¿Qué te gusta de tu región?
- **Answer the question.**³
- ¿Qué haces los fines de semana en tu zona?
- **Say what you do at weekends in your area.**⁴
- ¡Qué interesante!
- **Ask your friend something about where they live.**⁵
- Reply appropriately.

¹ Hay un museo / Hay una iglesia / No hay mucho para los turistas. Accept any suitable answer.

² Visité el norte de Gales / Nunca visité otras partes del país. Accept any suitable answer.

³ Es muy bonita / Es animada / Es aburrida / No hay nada. Accept any suitable answer.

⁴ Voy a la playa / Juego al fútbol en el polideportivo. Accept any suitable answer

⁵ ¿Cómo es tu región? / ¿Te gusta tu ciudad? / ¿Dónde vives? 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

[15]

Skills and personal qualities

Setting: You are chatting with your Colombian friend about your skills and personal qualities. Your teacher will play the part of your friend.

The teacher will speak first.

- ¿Qué cualidad personal tienes?
- **Say what personal quality you have.** ¹
- Vale. ¿Qué opinas de trabajar en equipo?
- **Answer the question.** ²
- Genial. ¿Qué aprendiste en el instituto este año?
- **Say what you learned at school this year.** ³
- Estupendo.
- **Ask your friend something about their skills or personal qualities.** ⁴
- Reply accordingly. ¿Por qué es importante hablar otro idioma?
- **Say why it is important to speak another language.** ⁵
- Vale.

¹ Puedo trabajar en equipo / Soy honesto. Accept any suitable answer.

² Me gusta porque soy sociable / Me gusta mucho / No me gusta. Accept any suitable answer.

³ Aprendí informática / Aprendí el francés / Aprendí a jugar al hockey. Accept any suitable answer.

⁴ ¿Te gusta trabajar en equipo? / ¿Eres trabajador/a? / ¿Hablas idiomas? Accept any suitable question.

⁵ Es útil / No es importante. Accept any suitable answer.

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

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Post-16 Study

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

The teacher will speak first.

- ¿Qué quieres estudiar el año que viene?
- **Say what you want to study next year.**¹
- ¿Por qué quieres estudiar eso?
- **Answer the question.**²
- ¿Qué asignatura interesante estudiaste el año pasado?
- **Say what interesting subject you studied last year.**³
- Vale.
- **Ask your friend something about their future plans.**⁴
- Reply accordingly. ¿Qué piensas de tomar un año sabático?
- **Give your opinion about taking a gap year.**⁵
- Genial.

¹ Quiero estudiar el arte / Voy a estudiar los idiomas. Accept any suitable answer.

² Es interesante / Es importante para mi futuro. Accept any suitable answer.

³ Estudié matemáticas / Aprendí química / Me interesó geografía. Accept any suitable answer.

⁴ ¿Qué planes futuros tienes? / ¿Vas a estudiar español? Accept any suitable question.

⁵ Me parece una buena idea / No me interesa hacer un año sabático. 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 FOUNDATION TIER

(15 marks)

Band	Marks	Communication and interaction *	Marks	Linguistic knowledge and accuracy
5	9-10	<ul style="list-style-type: none"> Conveys relevant information with occasional extended responses to the photo and all questions. Frequently gives points of view and opinions with justification. 	5	<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 making reference to past, present and future events.
4	7-8	<ul style="list-style-type: none"> Conveys relevant information in response to the photo and all or nearly all questions. Able to express points of view and opinions with some attempts at justification. 	4	<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	5-6	<ul style="list-style-type: none"> Gives simple responses to the photo and most questions. Conveys some opinions with simple justification. 	3	<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	3-4	<ul style="list-style-type: none"> Gives short simple responses to the photo and some of the questions. Occasional attempts to convey simple opinions. 	2	<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	1-2	<ul style="list-style-type: none"> Some attempts to respond to the photo and questions with very short responses. Few or no opinions given. 	1	<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. 	0	<ul style="list-style-type: none"> Response not worthy of credit.

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"> 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. 	0	<ul style="list-style-type: none"> Response not worthy of credit. 	0	<ul style="list-style-type: none"> Response not worthy of credit.