



GCSE MARKING SCHEME

SUMMER 2024

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

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 (NEW)
UNIT 1 – SPEAKING (HIGHER 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 Higher Tier and the descriptors for each section of the grid (pages 15-17). 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.

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.

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 encantan 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

IDENTITY AND CULTURE

[15]

Entertainment and leisure

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

The teacher will speak first.

- ¿Por qué es importante el tiempo libre?
- **Say why free time is important.**¹
- Vale. ¿Adónde fuiste en tu tiempo libre recientemente?
- **Say where you went in your free time recently.**²
- ¿Cuándo tienes tiempo libre?
- **Answer the question.**³
- ¿Qué actividades de ocio te gustaría hacer en el futuro?
- **Say what leisure activities you would like to do in the future.**⁴
- Estupendo.
- **Ask your friend something about their free time activities.**⁵
- Reply accordingly.

¹ Para pasarlo bien / Para descansar / Es importante pasar tiempo con tus amigos. Accept any suitable answer.

² Fui al cine con mis amigos / Salí de compras al centro comercial. Accept any suitable answer.

³ Tengo tiempo libre después del instituto / los fines de semana / en las vacaciones. Accept any suitable answer.

⁴ Me gustaría aprender a esquiar / Quiero aprender otro idioma / Me gustaría bucear con esnórquel. Accept any suitable answer.

⁵ ¿Practicas deportes en tu tiempo libre? / ¿Qué haces en tu tiempo libre? 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

WALES AND THE WORLD

[15]

Social issues

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

The teacher will speak first.

- Da tu opinión sobre una cuestión social.
- **Give your opinion about a social issue.** ¹
- En tu opinión, ¿qué causa este problema?
- **Answer the question.** ²
- Vale. ¿Qué hiciste recientemente para una organización benéfica?
- **Say what you did recently for a charity.** ³
- Estupendo. ¿Qué harás para ayudar a otros en el futuro?
- **Say what you will do to help others in the future.** ⁴
- Genial.
- **Ask your friend something about social issues.** ⁵
- Reply accordingly.

¹ La pobreza es preocupante. Accept any suitable answer.

² Hay mucho desempleo. Accept any suitable answer.

³ Trabajé en una tienda benéfica / Recaudé fondos para un banco de alimentos. Accept any suitable answer.

⁴ Ayudaré a los vecinos de mi barrio / Voy a dar dinero/comida a los pobres/a los sin techo. Accept any suitable answer in the future.

⁵ ¿Los problemas sociales tienen solución? / ¿Qué problema social te preocupa? 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

WALES AND THE WORLD

Environment

Setting: You are chatting with a Mexican person about the environment. Your teacher will play the part of that person.

The teacher will speak first.

- ¿Qué opinas de los problemas medioambientales?
- **Give your opinion about an environmental issue.** ¹
- Vale. ¿Qué hiciste recientemente en la escuela para cuidar el medio ambiente?
- **Say what you did recently at school to help the environment.** ²
- ¿Qué haces en casa por el planeta?
- **Answer the question** ³
- Estupendo. ¿Qué harás en el futuro para salvar el planeta?
- **Say what else you will do in the future to save the planet.** ⁴
- Vale.
- **Ask a question about the environment in Mexico.** ⁵
- Reply accordingly.

¹ Me preocupa mucho el cambio climático / Pienso que hay mucha contaminación de los coches. Accept any suitable answer.

² Ayudé a recoger basura / Apagué las luces de las aulas. Accept any suitable answer.

³ Nunca malgasto el agua en casa / Reciclo papel y plástico. Accept any suitable answer.

⁴ Siempre reciclaré en el futuro / Voy a usar el transporte público. Accept any suitable answer.

⁵ ¿Hay contaminación en México? ¿Hay mucha basura en las calles? Accept any suitable question.

Look for and reward any valid alternative

ROLE PLAY HIGHER TIER

SET 4

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

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Career plans

Setting: You are chatting online to your Peruvian friend about career plans. Your teacher will play the part of your friend.

The teacher will speak first.

- ¿Qué trabajo te gustaría tener en el futuro?
- **Say what job you would like to do in the future.**¹
- Vale. ¿Por qué quieres hacer este trabajo?
- **Answer the question.**²
- Muy bien. ¿Con quién hablaste sobre posibles trabajos?
- **Say who you spoke to about possible jobs.**³
- Vale. ¿Qué motivo consideras más importante al elegir una profesión?
- **Say what you think is the most important reason for choosing a profession.**⁴
- Claro.
- **Ask your friend something about their career plans.**⁵
- Reply accordingly.

¹ Me gustaría ser electricista / Quisiera trabajar en un hospital. Accept any suitable answer.

² Me parece divertido / Hay muchas oportunidades / Es mi vocación. Accept any suitable answer.

³ Hablé con mis profesores / Consulté el servicio de carreras de la escuela. Accept any suitable answer.

⁴ El salario es muy importante / Es importante hacer un trabajo interesante. Accept any suitable question.

⁵ ¿Qué quieres hacer en el futuro? ¿Qué trabajo te interesa? Accept any suitable question.

Look for and reward any valid alternative

ROLE PLAY HIGHER TIER

SET 5

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

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Post-16 Study

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

The teacher will speak first.

- ¿Dónde quieres estudiar el año próximo?
- **Say where you want study next year.** ¹
- Vale. ¿Por qué quieres estudiar allí?
- **Answer the question.** ²
- Muy bien. ¿Qué opinas de la formación profesional?
- **Give your opinion about vocational training.** ³
- Vale. ¿Con quién hablaste sobre tus planes para los estudios del año que viene?
- **Say who you talked to about your study plans for next year.** ⁴
- Muy bien.
- **Ask your friend something about their future studies.** ⁵
- Reply appropriately.

¹ Quiero estudiar en el mismo instituto / Voy a un colegio local. Accept any suitable answer.

² Me gusta mi instituto / Porque hay buenas instalaciones / Está cerca de mi casa. Accept any suitable answer.

³ No me interesa / Es muy útil. Accept any suitable answer.

⁴ Hablé con mis padres / Pedí consejos a mis profesores.

⁵ ¿Quieres hacer el bachillerato? / ¿Qué asignaturas vas a estudiar el año que viene? 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

IDENTITY AND CULTURE

[15]

Food and drink

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

The teacher will speak first.

- ¿Qué tipo de comida te gusta?
- **Say what kind of food you like.**¹
- ¿Por qué te gusta esta comida?
- **Answer the question.**²
- ¿Qué bebida tomaste con el desayuno esta mañana?
- **Say what you drank with your breakfast this morning.**³
- ¿Qué comerás esta noche?
- **Say what you will eat tonight.**⁴
- Vale.
- **Ask your friend something about food in Mexico.**⁵
- Reply accordingly.

¹ Me gusta la comida picante / Como mucha fruta. Accept any suitable answer.

² Es deliciosa. / Prefiero la comida sana. Accept any suitable answer.

³ Bebí un vaso de leche / Tomé café con leche. Accept any suitable answer.

⁴ Comeré un bocadillo / Voy a tomar ensalada. Accept any suitable answer.

⁵ ¿Cómo es la comida mexicana? / ¿Qué tipo de comida comes en México? Accept any suitable question.

Look for and reward any valid alternatively

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	- 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	- 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	- 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	- 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	- 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	- 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	- Conveys some information in response to the photo and questions. - Able to express some opinions with some attempts at simple justification.	2	- 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	- Some attempts to respond to the photo and some questions with simple responses. - Able to express some basic opinions.	1	- 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	Response not worthy of credit.	0	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 HIGHER TIER

(30 marks in total)

Band	Marks	Communication and interaction *	Marks	Pronunciation and intonation	Marks	Linguistic knowledge and accuracy
5	13-15	- 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	Very good pronunciation and intonation. Consistently accurate with only minor inaccuracies.	9-10	- 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	- 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	Very good pronunciation and intonation with occasional inaccuracies.	7-8	- 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	- 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	Generally good pronunciation and intonation.	5-6	- 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	- 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	Generally good pronunciation and intonation but with some inconsistency.	3-4	- 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	- 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	Pronunciation and intonation is more accurate than inaccurate.	1-2	- 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	Response not worthy of credit.	0	Response not worthy of credit.	0	Response not worthy of credit.