



GCE AS MARKING SCHEME

SUMMER 2019

**AS
B810UA0-1
SPANISH - COMPONENT 1**

INTRODUCTION

This marking scheme was used by WJEC for the 2019 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.

GCE AS SPANISH
SUMMER 2019 MARK SCHEME
COMPONENT 1: SPEAKING (60 TOTAL MARKS)

Principles of Marking

Conduct of the Speaking assessment

As the assessor you must familiarise yourself with section 3.2 of the specification.

General Advice for Examiners

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.

- As an examiner, you must be positive in your approach. Look for opportunities to reward rather than penalise. Candidates who use strategies such as adjusting the message, circumlocution, self correction or repair strategies should not be penalised.
- You must make sure that you are familiar with the assessment grid for marking the stimulus cards and that you consider the marks and descriptors carefully when awarding a mark for each assessment objective.
- The marking grid is divided into 5 one-mark bands for AO1 and AO2 and 5 two-mark bands for AO3 and AO4. See information below regarding advice on awarding marks using banded mark schemes.
- The specified length of the entire Speaking assessment is 12-14 minutes. The candidate will spend 6-7 minutes on each card. The candidate must cover the seen and unseen question on both stimulus cards. The candidate is also required to ask the examiner one question in each discussion.

Timings for each stimulus card **must be** adhered to. You are not required to mark any speaking evidence which exceeds these timings.

If a candidate's speaking assessment falls short of the stipulated timings, the candidate may self-penalise as it is likely that there will not be enough speaking evidence to access the full mark range.

As the examiner you must select stimulus cards based on a grid which will be provided by WJEC each year. Please make sure that you offer the candidates the four cards listed. Should there be more than 24 candidates in a centre, start the card grid order from the beginning.

Please see below for an example of a grid showing how the task 2 speaking cards should be selected for each candidate. A new grid will be provided by WJEC each year.

Cand. number	Card	Cand. number	Card
1	A1 A2 B1 B6	13	A2 A6 B2 B5
2	A1 A2 B3 B4	14	A3 A4 B2 B6
3	A1 A3 B1 B4	15	A3 A5 B3 B6
4	A1 A3 B1 B6	16	A3 A5 B4 B5
5	A1 A3 B2 B3	17	A3 A6 B1 B2
6	A1 A3 B3 B4	18	A4 A5 B3 B6
7	A1 A4 B4 B6	19	A4 A5 B4 B5
8	A1 A5 B1 B2	20	A4 A5 B4 B6
9	A1 A5 B1 B3	21	A4 A5 B5 B6
10	A1 A5 B4 B5	22	A4 A6 B2 B5
11	A2 A3 B1 B3	23	A5 A6 B3 B6
12	A2 A5 B3 B6	24	A2 A6 B2 B5

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.

This is done as a two-stage process.

Stage 1 – Deciding on the band

When deciding on a band for each assessment objective, the assessment should be viewed holistically. 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 satisfied, you should move up to the next band and repeat this process for each band until the descriptors match the response.

If a candidate's assessment 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 response would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. You should not seek to mark candidates down as a result of small omissions in minor areas of their response.

Stage 2 – Deciding on the mark

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

When marking, you can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. 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 is appropriate to the response given.

When you are marking the candidate's responses to the stimulus cards you should consider the **additional notes** given for each card. However, you **must** bear in mind that the additional notes are **not** exhaustive and are for **guidance** only. All **valid** responses will be given credit.

When marking you should record a mark for each AO.

Component 1

Speaking assessment – mark allocation

Marks	AO1	AO2	AO3	AO4	Total marks
Card A	5	5	10	10	30
Card B	5	5	10	10	30
Total marks	10	10	20	20	60

Component 1 – Task 1 and 2: Speaking assessment grid for theme-based stimulus card (A and B)

30 marks per card: 60 marks in total

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries / communities where the language is spoken
5	• Very good responses to most questions; clear and detailed. • Very good interaction: engages well, asking at least one highly relevant question, and sustains discussion.	5	• Very good understanding of the stimulus material demonstrated by responses.	9-10	• Very good level of accuracy in manipulation of grammar. • A good range of structures with some idiomatic language. • Very good pronunciation and intonation.	9-10	• Very good knowledge and understanding of aspects of the sub-theme covered in the discussion. • Ideas and points of view are often convincingly argued and supported by appropriate evidence. • Conclusions are based on very good understanding of relevant issues.
4	• Good responses to most questions; most in detail. • Good interaction: engages well, asking at least one relevant question, and sustains discussion.	4	• Good understanding of the stimulus material demonstrated by responses.	7-8	• Good level of accuracy in manipulation of grammar. • Good range of structures. • Good pronunciation and intonation.	7-8	• Good knowledge and understanding of aspects of the sub-theme covered in the discussion. • Ideas and points of view are generally convincingly argued and supported by appropriate evidence. • Conclusions are based on good understanding of relevant issues.
3	• Reasonable responses to most questions; some in detail. • Reasonable interaction: engages reasonably well, asking at least one mostly relevant question, and sustains discussion for the most part.	3	• Some understanding of the stimulus material, demonstrated by responses.	5-6	• Reasonable level of accuracy in manipulation of grammar, with some errors. • Some variety of structures. • Fairly good pronunciation and intonation.	5-6	• Reasonable knowledge and understanding of aspects of the sub-theme covered in the discussion. • Ideas and points of view are sometimes convincingly argued and supported by appropriate evidence. • Conclusions are generally based on some understanding of relevant issues.

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries / communities where the language is spoken
2	- Limited responses to questions; generally lacking detail. - Attempts made to interact; engages to a limited extent only, asking at least one partly relevant question, prompting required at times.	2	Limited understanding of the stimulus material demonstrated by responses.	3-4	- Limited level of accuracy in manipulation of grammar; some errors occur which are repeated. - A limited range of structures. - Generally intelligible pronunciation and intonation.	3-4	- Limited knowledge and understanding of aspects of the sub-theme covered in the discussion. - Ideas and points of view are occasionally argued and supported by appropriate evidence. - Conclusions are based on limited understanding of relevant issues.
1	- Very limited responses to questions. - Limited success in establishing a meaningful exchange; engages to a very limited extent, asking at least one question (though the question may be irrelevant), and relies on prompts.	1	Very limited understanding of the stimulus material demonstrated by responses.	1-2	- Limited level of accuracy in manipulation of grammar; high instance of elementary errors. - Very limited range of structures. - Pronunciation and intonation make understanding difficult.	1-2	- Very limited knowledge and understanding of aspects of the sub-theme covered in the discussion. - Few ideas and points of view are expressed and they are rarely supported by evidence. - Conclusions, when drawn, are superficial, with little evidence of understanding of relevant issues.
0	Nothing of value	0	Nothing of value	0	Nothing of value	0	Nothing of value

*Please refer to the subject specific additional notes when assessing AO4.

Candidates are required to ask the examiner at least one question during this assessment. If a candidate does not ask a question, a maximum of 3 marks can be awarded for AO1.