GCE AS MARKING SCHEME

SUMMER 2025

AS
SPANISH - COMPONENT 1
B810UA0-1

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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.

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GCE AS SPANISH

SUMMER 2025 MARK SCHEME

COMPONENT 1: SPEAKING (60 total marks)

Principles of Marking

Conduct of the Speaking assessment

Examiners are required to familiarise themselves with section 3.2 of the specification.

General Advice for Examiners

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 and that you consider the marks and descriptors carefully when awarding a mark for each assessment objective
- the assessment grid is divided into five one-mark bands for AO1 and AO2, and five 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 **must not** 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.

The stimulus cards must also be allocated to candidates using the formula on the grid provided by WJEC Eduqas. You must ensure that the candidate is offered the four cards listed according to the order of their candidate numbers. Should there be more than 24 candidates in a centre, restart the card grid order from the beginning. Each candidate must be presented with the correct four cards irrespective of the order in which they are examined.

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’.

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

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

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 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. 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 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 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. 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.

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. Reward all valid responses.

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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**

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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.

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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.

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