



GCE AS MARKING SCHEME

SUMMER 2024

**AS
SPANISH - UNIT 1
SPEAKING
2810U10-1**

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.

GCE AS (NEW) SPANISH

SUMMER 2024 MARK SCHEME

UNIT 1: SPEAKING (48 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

You 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.

- As an examiner, you must be positive in your approach. Look for opportunities to reward rather than penalise.
- 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.
- There are two marking grids. The marking grid for Task 1 covers AO1, AO3 and AO4. The marking grid for Task 2 covers AO1, AO2, AO3 and AO4. See information below regarding advice on awarding marks using banded mark schemes.
- The specified length of the entire speaking assessment is 15 minutes. The candidate will spend 5-6 minutes on Task 1 (argument) and 7-9 minutes on the Task 2 (discussion) with you as the examiner.

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.

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.

UNIT 1

Speaking assessment – mark allocation

Marks	AO1	AO2	AO3	AO4	Total marks
Task 1 Argument	4		8	12	24
Task 2 Discussion	4	8	8	4	24
Total marks	8	8	16	16	48

ORAL MARK SCHEME: TOPIC BASED CARDS (TASK 1 – ARGUMENT)

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4: show knowledge and understanding of different aspects of the culture and society of countries / communities where the language is spoken
4	- All questions are answered clearly and comprehensively - Very good interaction and spontaneity. Easily initiates and sustains discussion - A wide range of thoughts, feelings and view-points expressed	7-8	- Accurate use of grammar with few errors - Very good knowledge of idiomatic phrases and a variety of structures employed - Intonation and pronunciation are convincing	10-12	- Very good knowledge and understanding of the culture and society of Spain and Spanish-speaking countries and communities - Ideas and points of view well supported by evidence - Conclusions drawn are based on an understanding and appreciation of the country's culture and society
3	- Most questions are answered clearly and some in detail - Good interaction, some spontaneity in initiating and sustaining discussion - A range of thoughts, feelings and view-points expressed	5-6	- Good use of grammar. Some errors occur - Good range of idiomatic structures to support views and opinions - Mistakes in intonation and pronunciation do not impede understanding	7-9	- Good knowledge and understanding of the culture and society of Spain and Spanish-speaking countries and communities with occasional inconsistencies - Ideas and opinions are generally supported by evidence - Conclusions drawn are generally based on an understanding and appreciation of the country's culture and society
2	- Some hesitation when answering questions. Answers generally lack depth - Attempts made to interact but prompting required at times - Some opinions and ideas expressed	3-4	- Limited grammatical knowledge and frequent basic errors. Limited accuracy. - Idiomatic structures used to convey pre-learned material. Influence of English/Welsh idiom evident in unprepared material - Intonation and pronunciation sometimes impede understanding	4-6	- Superficial knowledge of the culture and society of Spain and Spanish-speaking countries and communities, reliant on pre-learned material, presented out of context - Ideas expressed are not based on factual evidence - Limited understanding and appreciation of the country's culture and society
1	- Limited responses when answering questions - Limited success in establishing a meaningful exchange. Over reliance on prompts. - Limited range of ideas and opinions expressed	1-2	- Very basic grasp of grammar, sentences often fragmented and incomplete - Very basic structures used, showing lack of idiomatic knowledge. Heavy reliance on English/Welsh type structures - Intonation and pronunciation make understanding difficult	1-3	- Little evidence of relevant knowledge. Frequent misunderstandings - Information is fragmented with no evidence to support it - No evidence of an understanding or appreciation of the country's culture and society
0	Nothing of value	0	Nothing of value	0	Nothing of value

ORAL MARK SCHEME: TOPIC BASED CARDS (TASK 2 – DISCUSSION)

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 societies of countries/communities where the language is spoken
4	- All questions are answered clearly and comprehensively - Very good interaction and spontaneity. Easily initiates and sustains discussion - A wide range of thoughts, feelings and view-points expressed	7-8	Full understanding of the stimulus material demonstrated by clear and relevant responses to the stimulus and subsequent questions	7-8	- Very good knowledge of grammar with few errors - Very good knowledge of idiomatic phrases and a variety of structures employed - Intonation and pronunciation are convincing	4	- Very good knowledge and understanding of the culture and society of Spain and Spanish-speaking countries and communities - Ideas and points of view well supported by evidence
3	- Most questions are answered clearly and some in detail - Good interaction, some spontaneity in initiating discussion - A range of thoughts, feelings and view-points expressed	5-6	Stimulus material mostly understood demonstrated by responses to the stimulus and most subsequent questions	5-6	- Good knowledge of grammar. Some errors occur - Good range of idiomatic structures to support views and opinions - Mistakes in intonation and pronunciation do not impede understanding	3	- Good knowledge and understanding of the culture and society of Spain and Spanish-speaking countries and communities with occasional inconsistencies - Ideas and opinions are generally supported by evidence

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 societies of countries/communities where the language is spoken
2	- Some hesitation when answering questions. Answers generally lack depth - Attempts made to interact but prompting required at times - Some opinions and ideas expressed	3-4	Stimulus material partly understood demonstrated by partial responses to stimulus and subsequent questions	3-4	- Limited grammatical knowledge and frequent basic errors - Idiomatic structures used to convey pre-learnt material. Influence of English/Welsh idiom evident in unprepared material - Intonation and pronunciation sometimes impede understanding	2	- Superficial knowledge of the culture and society of Spain and Spanish-speaking countries and communities reliant on pre-learnt material, presented out of context - Ideas expressed are not based on factual evidence
1	- Limited responses when answering questions - Limited success in establishing a meaningful exchange. Over reliance on prompts - Limited range of ideas and opinions	1-2	Very limited understanding of the stimulus material. Responses to the stimulus material are generally irrelevant	1-2	- Very basic grasp of grammar, sentences often fragmented and incomplete - Very basic structures used, showing lack of idiomatic knowledge. Heavy reliance on English/Welsh type structures - Intonation and pronunciation make understanding difficult	1	- Little evidence of knowledge of question set. Frequent misunderstandings - Information is fragmented with no evidence to support it
0	Nothing of value.	0	Nothing of value	0	Nothing of value	0	Nothing of value

CARD A1 – Understanding the Spanish-speaking world

Sub-theme – Regional culture and heritage in Spain, Spanish-speaking countries and communities

Abajo verás dos posturas sobre *las fiestas*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- En los países hispanohablantes, las fiestas son cada vez más populares.

Opinión B

- Las fiestas hispanas solo sirven para atraer a los turistas.

AO4	In response to the task on the stimulus card, the candidate may present and discuss the following: Opinión A • Culturally very important. • Reflect local traditions. • Sociable as involve all ages. Opinión B • Tourist attractions. • Less typical. • Popular culture. The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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CARD A2 – Understanding the Spanish-speaking world

Sub-theme – Regional culture and heritage in Spain, Spanish-speaking countries and communities

Abajo verás dos posturas sobre *los idiomas minoritarios*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- Los idiomas regionales se hablan más que el castellano.

Opinión B

- El castellano debería ser el único idioma oficial en los países hispanohablantes.

AO4	In response to the task on the stimulus card, the candidate may present and discuss the following: Opinión A • Official languages. • Taught in schools. • Reflect local culture. Opinión B • More widely used. • More accessible to foreigners. • More dominant. The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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CARD A3 – Understanding the Spanish-speaking world

Sub-theme – Regional culture and heritage in Spain, Spanish-speaking countries and communities

Abajo verás dos posturas sobre *la gastronomía*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- La cocina típica refleja la cultura de los países hispanohablantes.

Opinión B

- Los jóvenes hispanohablantes prefieren los platos internacionales.

AO4	In response to the task on the stimulus card, the candidate may present and discuss the following: Opinión A • Give examples. • Regional dishes use local ingredients. • Each region or country has its own distinct cooking. Opinión B • More popular with young people. • Often fast food. • More fashionable to eat foreign food. The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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CARD A4 – Understanding the Spanish-speaking world

Sub-theme – Literature, art, film and music in the Spanish-speaking world

Abajo verás dos posturas sobre el arte. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- El arte hispano en todas sus formas refleja la cultura de los países hispanohablantes.

Opinión B

- Los jóvenes hispanohablantes prefieren el arte gráfico moderno internacional.

AO4	In response to the task on the stimulus card, the candidate may present and discuss the following: Opinión A • Give examples of how art reflects the culture and heritage of Spain and Spanish-speaking countries. • Famous artists and art from Spain and Spanish-speaking countries. • World renowned art galleries in Spain and Spanish-speaking countries. Opinión B • Young people prefer computer generated art. • They prefer graphic art/graffiti. • Traditional art is old fashioned. The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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CARD A5 – Understanding the Spanish-speaking world

Sub-theme – Literature, art, film and music in the Spanish-speaking world

Abajo verás dos posturas sobre *la literatura*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- La literatura escrita en español les entusiasma a los jóvenes hispanohablantes.

Opinión B

- Los jóvenes hispanohablantes prefieren ver series en Netflix que leer.

AO4	In response to the task on the stimulus card, the candidate may present and discuss the following: Opinión A • Literature in Spanish is rich. • Literature from Spain and Latin America is very varied. • It reflects the culture and heritage of the country. Opinión B • Many Netflix series are based on novels in Spanish. • Watching tv is easier than reading. • More interesting for young people. The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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CARD A6 – Understanding the Spanish-speaking world

Sub-theme – Literature, art, film and music in the Spanish-speaking world

Abajo verás dos posturas sobre *el cine*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- Las películas en español son originales y exitosas.

Opinión B

- El cine en español es muy malo y aburrido.

AO4	In response to the task on the stimulus card, the candidate may present and discuss the following: Opinión A • They are rich and varied. • Some are very successful and famous abroad. • Films reflect the cultural heritage and language of the country. Opinión B • Films in Spanish are inferior. • Foreign films are more popular. • American blockbusters are more accessible to young people. The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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B1 – Being a young person in Spanish-speaking society

Lee el siguiente texto sobre *los valores tradicionales*. El examinador / la examinadora te pedirá que contestes las tres preguntas a continuación relacionadas con el texto.

Los jóvenes españoles de 15 a 24 años son más conservadores, según un estudio “Jóvenes y valores - un perfil”. Muestra que los jóvenes dan una mayor importancia a la red social y familiar y al bienestar personal; sin embargo, la política y la religión no alcanzan el nivel medio de importancia.

Examiner questions

1. Según el texto, ¿qué dice el estudio sobre los jóvenes españoles de hoy?
2. ¿Cuántos años tienen los jóvenes que figuran en el estudio?
3. ¿Cuáles son los factores de mayor importancia para los jóvenes hispanohablantes?

AO4	The candidate must cover all three prompts. 1. They are more conservative. 2. They are aged between 15 and 24. 3. Their family, social network and personal wellbeing etc. are most important. <u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u>
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B2 – Being a young person in Spanish-speaking society

Lee el siguiente texto sobre *la identidad personal*. El examinador / la examinadora te pedirá que contestes las tres preguntas a continuación relacionadas con el texto.

La mayoría de los mensajes sobre la identidad personal intenta transmitir la autodefinición que hace el/la YouTuber español/española sobre sí mismo/misma. Trata también de la relación de esa autoimagen con su identidad de género, orientación sexual e identidad vocacional. La familia y los amigos aparecen en los vídeos dando apoyo social.

Examiner questions

1. Según el texto, ¿qué dicen los mensajes sobre la identidad personal?
2. ¿Con qué aspectos se relaciona su autoimagen?
3. ¿Cómo ayudan la familia y los amigos a los jóvenes hispanohablantes?

AO4	The candidate must cover all three prompts. 1. They attempt to transmit one's definition of self. 2. Their self-image relates to their gender identity, sexual orientation and vocational identity. 3. They provide social support etc. <u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u>
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B3 – Being a young person in Spanish-speaking society

Lee el siguiente texto sobre *las oportunidades de trabajo*. El examinador / la examinadora te pedirá que contestes las tres preguntas a continuación relacionadas con el texto.

El teletrabajo es un tipo de empleo que utiliza las tecnologías de la información e intenta independizar al trabajador de la oficina tradicional. Actualmente, el 27% de las empresas españolas promueve el trabajo desde casa. En Europa la media es del 35%. Un 7,5% de los españoles practica el teletrabajo.

Examiner questions

1. Según el texto, ¿cuáles ventajas tiene el teletrabajo para los países hispanohablantes?
2. ¿Cuál es la actitud de las empresas españolas hacia el teletrabajo?
3. ¿Hasta qué punto se puede decir que el teletrabajo es un éxito hoy en día en España?

AO4	The candidate must cover all three prompts. 1. Allows workers to be more independent (by using technology). 2. Over 25% of Spanish companies promote homeworking (and over a third of European companies do the same). 3. Despite the attitude of the companies, only 7% of Spanish people are working from home. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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