



GCSE MARKING SCHEME

SUMMER 2024

**SPANISH - COMPONENT 2
LISTENING - HIGHER TIER
C810UB0-1**

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.

GCSE SPANISH
COMPONENT 2: LISTENING (45 marks)
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.

A detailed mark scheme is provided but further answers will be discussed at the examiners' conference in the light of candidates' scripts.

Figures and numbers are acceptable and this is stated in the notes to candidates.

Additional incorrect information given by the candidate must be disregarded as long as the correct answer has been given unless the incorrect information obviously contradicts or modifies what has been written.

When extra boxes are ticked or additional answers given, the correct answers are credited and the incorrect ones subtracted. If candidates hedge their bets (give two contradictory answers), the marks awarded are $+1 -1 = 0$.

Where information given, for example, in brackets or with an oblique (unless considered an alternative answer) makes the answer more ambiguous, a mark is deducted.

On some occasions, there may be only a partial, incomplete or ambiguous answer and we need to look at these on an individual basis.

Answers in English which have English spelling which is incorrect but understandable and which does not interfere with the message communicated will be generally accepted. Answers in Spanish which have Spanish spelling which is incorrect but understandable will be generally accepted.

The marks awarded for each question should be shown in the margin by the question. These should be totalled and the total shown at the bottom of the margin on the final page.

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'.

Marking reminders

- Ensure marks awarded tally with the number of marks allocated
- Check the number of details required in the response
- Check mathematical additions when totalling marks

Question 1**[5]**

Listen to Belén and Emiliano talking about television.

Section 1

Belén

Two types of programme she likes	Any two from: game shows / music(als) programmes / chat shows / interviews [2]
One type of programme she doesn't like	news / documentaries [1]

Section 2

Emiliano

Two details about what he watched recently	Any two from: series / online / well known / about school / <u>set</u> in Argentina / sad moments / happy moments Reject: in Argentina / funny [2]
---	--

Question 2 [5]

- (a) Two countries which have influenced Cuban cuisine are... [2]

Any **two** from: China / Portugal / Spain

- (b) Why are meat, vegetables and fruit mentioned? Write **one** detail. [1]

essential / most used ingredients

Section 2

- (c) Write **two** pieces of information about the popular Cuban dish 'ropa vieja'. [2]

Any **two** from: odd/funny name, made in every home (in Cuba), can find recipe online.

Question 3 [5]

Section 1

One thing Luz talks about	(carrying on with) studies / getting a degree / a good job / being a lawyer / good salary / work [1]
One thing Sergio talks about	doing apprenticeship (3 years) / wants to be a builder / the importance of practical abilities / (what you learn from) books (is also very important) [1]

Section 2

One thing Miguel talks about	doing a gap year / think about what is important for you / not deciding in a hurry / work for charity / future career plans [1]
One thing Fátima talks about	leaving education / getting a job / earning money / enjoying life / school (life) [1]

What is the overall theme of the podcast? Tick (✓) the correct box. [1]

Enjoying life	Future plans	Practical skills
	✓	

Question 4**[4]****Section 1**

Two details about the city	Any two from: called Alcala / great if you like classic books / connected with famous writer / city of Cervantes / (famous) writer was born there [2]
-----------------------------------	---

Section 2

One detail about the location of the museum	in Cervantes' old house / easy to find / in a main street / in town centre [1]
One detail about the character <i>Don Quijote</i>	there is a statue / main character / people come to take photos / from a novel [1]

Question 5**[4]****Section 1**

- (a) Ekin siempre tiene buenas notas en..**inglés / francés / idiomas**..... [1]
- (b) Brooklyn quiere estudiar ..**medicina / en el extranjero**... [1]

Section 2

- (c) Alex tenía problemas con ...**la geografía / la memoria**.... [1]
- (d) Ali tiene interés en ...**el latín / los romanos**... [1]

Question 6

[5]

Damián

- Damián lleva bastante tiempo**saliendo / junto(s)**.....con Koldo. [1]
- Están empezando a ...**pensar**.....en el matrimonio. [1]
- La pareja quiere ahorrar ...**dinero**....antes de tomar una decisión. [1]

Carla

- Carla tiene una relación importante con su ..**abuelo**. [1]
- Las dos personas tienen ..**ideas**...diferentes. [1]

Question 7

[5]

Section 1

- (a) What exactly has sold well in the UK? [1]

electric cars

- (b) Why is the year 2030 mentioned? [1]

petrol or diesel / fossil fuel car sale banned / will only be able to buy electric cars

Section 2

- (c) Complete these sentences **in English**. [3]

- Bus travel is now**clean(er) / (more)environmentally friendly**.
- Most**local / inter-city**..... trains are already mainly electric.
- More**trams / cyclists / bikes** are now seen on British streets.

Question 8

[6]

Section 1

What Francisco says about his skills. (Write two details)	Any two from: has some but not others / good at practical things / good at D.I.Y / can do painting / can do plumbing / not good with I.T. [2]
---	--

Section 2

Personal qualities Marta thinks help her at work. (Write two details)	Any two from: intuition / attentive to clients / sociable / open minded / cheeky [2]
---	---

Section 3

What Iván says about stereotypes (Write two details)	Any two from: men have to be confident / daring women have to be sensitive / understanding / stereotypes need to go [2]
--	--

Question 9 [6]

Section 1

- (a) How do we know that this fire is particularly bad? [1]

one of biggest (this year) / in its fifth day / still burning / out of control

- (b) What have the authorities done to try to put the fire out? [1]

sent (35) planes – correct number not essential for a mark

Section 2

- (c) Give **two** pieces of information about the fire. [2]

burnt 19,000 / many hectares / storms / winds made it worse / rain is (now) helping

Section 3

- (d) What did some passengers decide to do? [1]

jump / get off the train

- (e) What does the head of the regional government want to know? [1]

why the train was allowed into a danger zone / there