



MS4
£4.00

GCSE MARKING SCHEME

SPANISH

SUMMER 2009

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2009 examination in GCSE SPANISH. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were 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 conferences was to ensure that the marking schemes were 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' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

WRITING MARK SCHEME

FOUNDATION TIER (QS. 1, 2)

Questions 1 and 2 are assessed separately for Communication (a mark out of 10 for each) and assessed together for Quality of Language.

COMMUNICATION

10/9 Marks	Candidate communicates everything that is required. As complete an answer as can be expected.
8/7 Marks	Candidate communicates most of the information required but with some minor omissions and/or some information not expressed in comprehensible form.
6/5 Marks	Candidate communicates about half the information required in comprehensible form.
4/3 Marks	Limited communication. Candidate communicates less than half the information required. Some information may be fragmentary.
2/1 Marks	Minimal information communicated. Words tend to be strung together, occasionally making sense. Answer is brief.
0 Marks	Nothing relevant is communicated. Words strung together, not making sense.

QUALITY OF LANGUAGE

10/9 Marks	Good range of vocabulary and structures. Language is appropriate and consistently correct.
8/7 Marks	Evidence of a range of vocabulary and structures. Mostly accurate but some minor errors may occur.
6/5 Marks	Rather limited range of vocabulary but generally appropriate. High incidence of minor errors with some serious errors.
4/3 Marks	Very few sentence forms. Language used is often phrases or single words. Frequent errors.
2/1 Marks	Frequent errors occur, inhibiting communication. Minimal vocabulary. Mostly single words.
0 Marks	Totally inaccurate and incomprehensible.

FOUNDATION TIER (Q. 3)

HIGHER TIER (Q.1)

COMMUNICATION

10/9 Marks	Candidate communicates everything that is required. As complete an answer as can be expected, including references to events in the past, present and future and the expression of opinions.
8/7 Marks	Candidate communicates most of the information required but with some minor omissions and/or some information not expressed in comprehensible form.
6/5 Marks	Candidate communicates about half the information required in comprehensible form.
4/3 Marks	Limited communication. Candidate communicates less than half the information required. Some information may be fragmentary.
2/1 Marks	Minimal information communicated. Words tend to be strung together, occasionally making sense. Answer is brief.
0 Marks	Nothing relevant is communicated. Words strung together, not making sense.

QUALITY OF LANGUAGE

10/9 Marks	Good range of vocabulary and structures. Language is appropriate and consistently correct. Accurate use of tenses and verb structures.
8/7 Marks	Evidence of a range of vocabulary and structures. Mostly accurate but some minor errors may occur.
6/5 Marks	Rather limited range of vocabulary but generally appropriate. Simple structures usually accurate but errors may occur in more complex sentences.
4/3 Marks	Limited range of vocabulary and structures. Some serious errors may occur especially in verb forms and genders, although simple structures tend to be accurate.
2/1 Marks	Frequent errors occur, inhibiting communication. Minimal vocabulary. Simple structures, often incorrect.
0 Marks	Totally inaccurate and incomprehensible.

HIGHER TIER (Q. 2)

COMMUNICATION

15/14/13 Marks	As complete an answer as can be expected. Able to present ideas clearly and fully, and justify points of view.
12/11/10 Marks	Coherent presentation of ideas and points of view. A few ideas not fully developed but candidate shows understanding of the task and is able to communicate much of the information required.
9/8/7 Marks	About half of the information is communicated coherently but there are some important omissions and/or errors, inhibiting communication.
6/5/4 Marks	Less than half of the information is communicated, with serious omissions. There is sometimes confusion about the nature of the task and an inability to communicate essential ideas coherently.
3/2/1 Marks	Minimal information is communicated. There is little indication that the task has been understood. Much of the information is irrelevant or incomprehensible.
0 Marks	Totally irrelevant and/or incomprehensible.

QUALITY OF LANGUAGE

15/14/13 Marks	A wide range of vocabulary and structures. Excellent command of grammatical principles, appropriate at this level. Consistently correct use of language, despite the occasional minor error. Accurate use of tenses and verb structures. Some complex structures used correctly.
12/11/10 Marks	A good range of vocabulary and structures. Mostly accurate with occasional errors which do not impede communication. Language is generally appropriate for the task.
9/8/7 Marks	Evidence of a range of vocabulary and structures, but may not always be appropriate. The basic principles of grammar are applied but there may be errors (genders, agreement, verbs) which detract from the overall performance.
6/5/4 Marks	Limited range of vocabulary and structures. Rudimentary grasp of basic grammar. A high incidence of errors, many of which are serious.
3/2/1 marks	Vocabulary inadequate for the task. No sense of grammatical structure. Words strung together making little sense.
0 Marks	Vocabulary and structures totally inadequate. No understanding of grammatical principles. Words strung together, making no sense.

LISTENING & RESPONDING

MARK SCHEME

FOUNDATION TIER

Question 1

Barcelona	
Bilbao	
Valencia	X

(1)

Toledo	
Teruel	
Tarragona	X

(1)

Question 2

(a)

Picture of bottle of water	Picture of 2 postage stamps	Picture of Bag of sweets	Picture of Chocolate bar	Picture of Bottle of milk	Picture of magazine
	X	X		X	

(3)

(b)

Picture of Bag of sweets	Picture of Chocolate bar	Picture of Bottle of milk	Picture of magazine	Picture of Bag of sugar	Picture of Orange juice carton
	X		X		X

(3)

Question 3

(a)

Picture of a radio blaring + boy listening	Picture of a TV + boy watching it	Picture of a computer + Boy playing with computer
		X

(1)

(b)

Picture of girl running	Picture of girl shopping	Picture of girl + friends
x		

(1)

Question 4

	Picture of boy and girl playing the violin	Picture of boy and girl doing sport	Picture of boy and girl dancing
A		x	
B			x
C	x		

(3)

Question 5

	Picture of boy/girl cooking	Picture of boy/girl making bed	Picture of boy/girl washing car
A	x		
B			x
C		x	

(3)

Question 6

Picture of boy buying fruit	Picture of boy buying milk	Picture of boy buying bread
		x

(1)

Question 7

Picture of El Corte Inglés	Picture of stadium	Picture of Market stall
	✘	

(1)

13	
14	✘
15	

(1)

Arrow pointing left	Arrow pointing straight forward	Arrow pointing right
		✘

(1)

Question 8

(a)

Arrow pointing left	Arrow pointing straight forward	Arrow pointing right
✘		

(1)

SECCIÓN 2

(b)

2 camas	✘
4 camas	
6 camas	

(1)

(c)

3 noches	
5 noches	
7 noches	✘

(1)

(d)

12 euros	
15 euros	
18 euros	✘

(1)

OVERLAP SECTION

Question 9

(a)

Picture of clothes shop	Picture of Post office	Picture of train station
	X	

(1)

(b)

Picture of tourist information office	Picture of bowling alley	Picture of café
		X

(1)

(c)

Picture of cinema	Picture of supermarket	Picture of Bus station
X		

(1)

(d)

Picture of grocers	Picture of clothes shop	Picture of train station
	X	

(1)

Question 10

Tennis shoe	Scarf	Trousers	T-Shirt
X	X		

(2)

Hand bag	Dress	Trousers	Cosmetics
	X	X	

(2)

Question 11

la natación
los viernes/el viernes
segundo

(3)

Question 12

- (a) Library (1)
- (b) Easy, you can meet people (2)
- (c) Works Saturdays, doesn't pay well (2)

END OF THE OVERLAP SECTION

LISTENING & RESPONDING

MARK SCHEME

HIGHER TIER

Question 1

- (a) Library [1]
- (b) Easy, you can meet people [2]
- (c) Works Saturdays, doesn't pay well [2]

Question 2

(a)

Picture of clothes shop	Picture of Post office	Picture of train station
	X	

(b)

Picture of swimming pool	Picture of bowling alley	Picture of coffee bar
		X

(c)

Picture of cinema	Picture of supermarket	Bus station
X		

(d)

Picture of grocers	Picture of clothes shop	Picture of train station
	X	

[4]

Question 3

Tennis shoe	Scarf	Trousers	T-Shirt
X	X		

[2]

Trousers	Cosmetics	Handbag	Dress
X			X

[2]

Question 4

la natación
 los viernes/el viernes
 segundo

[3]

END OF THE OVERLAP SECTION**Question 5**

(a)

	Postman	Man as teacher	Man as cook	Man as gardener
El padre de Arturo es			X	
El padre de Susana es		X		

[2]

(b)

	Woman as hairdresser	Woman as cook	Woman in office behind desk	Police woman
La madre de Arturo es	×			
La madre de Susana es			×	

[2]

Question 6

Picture of coat	Picture of skirt	Picture of dress
	×	

[1]

Porque es.....*pequeña*.....

[1]

37	38	39
		×

[1]

Question 7

Stormy weather	Rainy	Foggy	Windy	Thermometer showing high temperature
A	B	C	D	E

MADRID	A
VALENCIA	E
GALICIA	D
BILBAO	B
SIERRA NEVADA	C

[4]

Question 8

	Verdadero	Falso	No se dice
El autobús no ha salido todavía		X	
Había muchos coches en el centro	X		
Hay un autobús a las 3pm		X	X

[3]

Question 9**SECCIÓN 1**

(a)

El accidente tuvo lugar antes de las ocho.	
El accidente tuvo lugar a las ocho.	
El accidente tuvo lugar después de las ocho.	X

[1]

(b)

El conductor iba borracho	
El conductor iba muy rápido	X
El conductor se quedó dormido	

[1]

SECCIÓN 2

(c)

No hubo heridos	
Hubo muchos heridos	X
Hubo muertos y heridos	

[1]

Question 10

- | | |
|----------------------|--------------------|
| A. REBAJAS | E. BAILE |
| B. OFERTAS DE EMPLEO | F. JARDINERIA |
| C. EDUCACION | G. RESTAURANTE |
| D. TRANSPORTE | H. LA FAMILIA REAL |

1	H
2	F
3	G
4	E
5	D
6	B
7	C
8	A

[7]

LISTENING & RESPONDING

TAPESCRIPT

FOUNDATION TIER

Q.1 ¿Dónde viven estos chicos?

*¡Hola! Me llamo Arturo y soy de Valencia.
¡Qué tal! Soy Susana. Vivo en Tarragona.*

Q.2 ¿Qué compran Arturo y Susana?

- (a) *Dependiente : ¿Qué deseas?
Arturo: Dos sellos para Gran Bretaña, una botella de leche y cien gramos de caramelos.*
- (b) *Dependiente: ¿Y para ti?
Susana: Una botella de zumo de naranja, una barra de chocolate y una revista.*

Q.3 (a) ¿Qué hace Arturo cuando está en casa?

Arturo: Cuando estoy en casa me gusta jugar con el ordenador.

(b) ¿Qué hace Susana el sábado por la tarde?

Susana: Todos los sábados por la tarde salgo a correr.

Q.4 ¿Qué les gusta hacer en su tiempo libre?

A: Me gusta muchísimo el deporte.

B: Me encanta el baile.

C: Yo prefiero tocar el violín.

Q.5 ¿Cómo ayudan en casa estos chicos?

A: Generalmente ayudo a preparar la cena.

B: Yo lavo el coche de mi madre, ¿y tú?

C: Tengo que sacar al perro antes de ir al instituto.

Q.6 ¿Qué tiene que hacer este chico antes de cenar?

Necesito ir a comprar una barra de pan para la cena.

Q.7 ¿Adónde quiere ir este chico?

Chico: ¿Por dónde se va al estadio?

Mujer: Pues, tienes que coger el autobús número 14.

Chico: ¿Dónde está la parada?

Mujer: Aquí a la derecha.

Chico: Gracias.

Q.8 ¿Dónde está el hostel?

SECCIÓN 1

Mujer: Buenos días. ¿Me puede decir dónde está el Hostel Las Fuentes?

Hombre: Sí, está por aquí a la izquierda.

Mujer: Gracias. Adiós.

SECCIÓN 2

Hombre: ¿Cuántas camas necesita?

Mujer: Dos, por favor, para una semana. ¿Cuánto es por noche?

Hombre: Dieciocho euros por persona.

Mujer: Vale.

OVERLAP SECTION

Q. 9 ¿Dónde están estas personas?

(a) *Quiero mandar este paquete a Alemania.*

(b) *¿Cuánto cuestan los bocadillos de jamón?*

(c) *Dos entradas para la sesión de la tarde.*

(d) *Quiero comprar unos pantalones negros.*

Q. 10 Luis y Adela van de compras.

Adela: Oye Luis, ¿Qué has comprado?

Luis: He comprado un par de zapatillas y una bufanda roja. ¿Y tú?

Adela: Solamente unos vaqueros y un vestido para la fiesta del sábado.

Q. 11 Tu amiga española habla sobre su deporte preferido.

Me encanta la natación porque es un ejercicio muy completo y me ayuda a mantenerme en forma. La practico los viernes por la tarde. En la última competición llegué en segundo lugar.

Q.12 Luis's brother talks about his work.

Llevo tres meses trabajando en la biblioteca municipal. Empiezo a las diez de la mañana y termino a las seis de la tarde. Me gusta mi trabajo porque es bastante fácil y se puede conocer a mucha gente, pero por otra parte hay que trabajar los sábados y no pagan muy bien.

END OF THE OVERLAP SECTION

LISTENING & RESPONDING

TAPESCRIPT

HIGHER TIER

Q.1 Luis's brother talks about his work.

Llevo tres meses trabajando en la biblioteca municipal. Empiezo a las diez de la mañana y termino a las seis de la tarde. Me gusta mi trabajo porque es bastante fácil y se puede conocer a mucha gente, pero por otra parte hay que trabajar los sábados y no pagan muy bien.

Q. 2 ¿Dónde están estas personas?

- (a) *Quiero mandar este paquete a Alemania.*
- (b) *¿Cuánto cuestan los bocadillos de jamón?*
- (c) *Dos entradas para la sesión de la tarde.*
- (d) *Quiero comprar unos pantalones negros.*

Q. 3 Luis y Adela van de compras.

Adela: Oye Luis, ¿Qué has comprado?

Luis: He comprado un par de zapatillas y una bufanda roja. ¿Y tú?

Adela: Solamente unos vaqueros y un vestido para la fiesta del sábado.

Q. 4 Tu amiga española habla sobre su deporte preferido.

Me encanta la natación porque es un ejercicio muy completo y me ayuda a mantenerme en forma. La practico los viernes por la tarde. En la última competición llegué en segundo lugar.

Q. 5 ¿En qué trabajan los padres de Arturo y de Susana?

- (a) *Arturo: Mi padre es cocinero. Trabaja en un hotel de lujo.*
Susana: Mi padre trabaja en una escuela. Es maestro.
- (b) *Arturo: A mi madre le gusta cortar el pelo. Es peluquera.*
Susana: Mi madre es directora de una empresa.

Q.6 En el Corte Inglés.

Person 1 ¿En qué puedo servirle?
Person 2 Quisiera cambiar esta falda.
Person 1 Vale. ¿Cuál es el problema?
Person 2 Es muy pequeña.
Person 1 ¿Tiene su recibo?
Person 2 Sí, aquí está.
Person 1 ¿Qué talla quiere?
Person 2 La 39, por favor.

Q. 7 El Pronóstico del Tiempo.

1. Se esperan tormentas en Madrid esta tarde.
2. Temperaturas altas en Valencia todo el día.
3. En Galicia habrá vientos fuertes.
4. En Bilbao lloverá por la noche.
5. En Sierra Nevada habrá niebla por la mañana.

Q.8 ¿Qué pasó?

Person 1 ¿El autobús para Sevilla?
Person 2 Salió hace diez minutos.
Person 1 ¡Qué lata! He llegado tarde porque había mucho tráfico en el centro.
Person 2 No se preocupe, hay otra salida a las 4.15. Es un autobús rápido y de lujo.

Q. 9 Un accidente.

SECCIÓN 1

Un autobús chocó contra dos coches. El accidente ocurrió a las 8 y diez de la mañana y se debió a que el conductor conducía a mucha velocidad.

SECCIÓN 2

Trece personas resultaron heridas pero no hubo muertos. El conductor fue detenido por la policía.

Q.10 Anuncios en la radio.

1. *El Rey de España ha ido a Cantabria de vacaciones.*
2. *Tenemos los mejores precios en flores y plantas.*
3. *Pruebe nuestra deliciosa Paella Valenciana en la Tasca María.*
4. *Ven a aprender a bailar salsa en un ambiente divertido.*
5. *La estación del Metro de Atocha está cerrada al público.*
6. *Se necesitan guías turísticas.*
7. *La Escuela de Idiomas anuncia sus nuevos cursos de inglés.*
8. *Precios muy baratos este verano en el Corte Inglés.*

ORAL MARK SCHEME
ROLE-PLAYS
FOUNDATION & HIGHER TIERS

Set 1

Foundation – Role Play 1

Task	Mark
1. Buenos días/buenas tardes/ hola	1
2. Necesito/quiero un plano/mapa	1
Un plano/mapa, por favor	1
Un plano/mapa	½
3. ¿Dónde está el mercado?	1
4. ¿Está lejos/cerca/a qué distancia está?	1
¿Lejos?	½
5. Gracias, adios.	1

Foundation – Role Play 2

Higher – Role Play 1

Task	Mark
1. } ¿Cuál es tu } ¿Qué es tu } pasatiempo favorito? ¿Tienes un }	1
2. Hago/practico + deporte (i.e.individual Sport chosen)	1
El/la + deporte	1
Deporte alone (no verb/article)	½
3. Suitable opinion (needs verb for 1)	1
4. Suitable reason: verb + adjective	1
5. Suitable reason	1

The lack of verbs might incur an adjustment in the quality of language section.

Higher – Role Play 2

Task	Mark
1. Verb (past tense/infinitive) + activity (if appropriate)	1
2. De...a... (suitable times)	1
3. Suitable answer: verb +	1
4. Suitable answer: verb +	1
5. Suitable reason: verb +	1

Set 2

Foundation – Role Play 1

Task	Mark
1. Hola/buenos días/buenas tardes.	1
2. ¿Dónde está el museo?	1
3. ¿A qué hora abre? / ¿Cuándo abre?	1
4. Quiero/necesito un plano/mapa.	1
Un plano/mapa,por favor.	1
Un plano/mapa	½
5. Gracias, adiós.	1

The lack of verbs might incur an adjustment in the Quality of language section.

Foundation – Role Play 2

Higher – Role Play 1

Task	Mark
1. ¿Qué haces los sábados/el sábado?	1
2. Verb + activity.	1
3. Suitable opinion (needs verb for 1).	1
4. Suitable reason (needs verb for 1).	1
5. Suitable reason.	1

The lack of verbs might incur an adjustment in the quality of language section.

Higher – Role Play 2

Task	Mark
1. De...a (suitable timetable)	1
2. Verb + activity/noun.	1
3. Verb + activity/noun.	1
4. Suitable answer.	1
5. Verb + profession/activity.	1

The lack of verbs might incur an adjustment in the quality of language section.

Set 3

Foundation – Role Play 1

Task	Mark
1. Hola/buenos días/buenas tardes.	1
2. ¿Hay un camping?	1
3. ¿Tiene/hay café?	1
4. ¿Cuánto cuesta/vale/es?	1
¿Cuántos son?	0
¿Cuánto?	½
5. Gracias, adiós.	1

The lack of verbs might incur an adjustment in the Quality of language section.

Foundation – Role Play 2

Higher – Role Play 1

Task	Mark
1. ¿Tocas un instrumento?	1
2. Toco + instrumento	1
El/la + instrument.	1
3. Suitable opinion (needs verb for 1).	1
4. Suitable reason (needs verb for 1).	1
5. Suitable reason (needs verb for 1).	1

The lack of verbs might incur an adjustment in the quality of language section.

Higher – Role Play 2

Task	Mark
1. Verb (past tense /infinitive)+ activity.	1
2. Verb + activity.	1
3. Suitable answer.	1
4. Suitable opinion (verb +)	1
5. Verb + activity / profession.	1

The lack of verbs might incur an adjustment in the quality of language section.

Set 4

Foundation – Role Play 1

Task	Mark
1. Hola/buenos días/tardes.	1
2. ¿Hay un polideportivo?	1
3. ¿Está lejos/cerca? ¿lejos?	1 ½
4. ¿Hay un autobús?	1
5. Gracias, adiós.	1

The lack of verbs might incur an adjustment in the Quality of language section.

Foundation – Role Play 2

Higher – Role Play 1

Task	Mark
1. ¿Cuál es tu deporte favorito/preferido?	1
2. Es + deporte.	1
3. Suitable opinion (needs verb for 1).	1
4. Suitable opinion (needs verb for 1).	1
5. Suitable reason (needs verb for 1).	1

The lack of verbs might incur an adjustment in the quality of language section.

Higher – Role Play 2

Task	Mark
1. Verb (past tense/infinitive) + activity	1
2. Verb + activity/noun.	1
3. Suitable answer: (verb +)	1
4. Suitable answer: (verb +).	1
5. Suitable answer: (verb +).	1

The lack of verbs might incur an adjustment in the quality of language section.

CONVERSATION

1. Conversations are marked out of 20 at foundation level. A mark out of 10 is given for communication and content and a further mark out of 10 is given for knowledge and application of grammar, accuracy and range. Conversations will be allocated to bands according to the 'best fit' of the descriptors. The normal pattern would be for a conversation to be allocated to the same band for content and communication, and for knowledge and application of grammar, accuracy and range but the conversations are to be assessed separately according to the criteria below.
2. Band five is the highest band open to foundation level candidates.

Working Mark Scheme out of 20 for the conversation at the foundation level.

Band	Content and communication	Knowledge and application of grammar, accuracy and range
5	<p>Messages are clear though there are occasional errors that impede communication</p> <p>Candidates can</p> <ul style="list-style-type: none"> (i) participate in a conversation of a factual nature (ii) participate in simple discussions (iii) refer to past, present and future events (iv) express personal opinions and reactions and can deal with unpredictable elements 	<p>Candidates can</p> <ul style="list-style-type: none"> (i) use different tenses when referring to present, future or past events (ii) express opinions (iii) use uncomplicated language and generally use simple constructions. (iv) generally produce accurate language (v) generally use accurate pronunciation and intonation
	Mark 9-10	9-10
4	<p>Messages are clearly conveyed though there are errors that impede communication</p> <p>Candidates can</p> <ul style="list-style-type: none"> (i) participate in a conversation about subjects with which they are very familiar (ii) occasionally express personal opinions (iii) cope with a few unpredictable elements 	<p>Candidates</p> <ul style="list-style-type: none"> (i) can deal linguistically with unpredictable elements (ii) make frequent errors (iii) use generally accurate pronunciation (iv) have acceptable intonation
	Mark 7-8	7-8
3	<p>Generally all messages are intelligible in spite of errors that can impede communication</p> <p>Candidates can participate in a simple conversation with limited content</p>	<p>Candidates</p> <ul style="list-style-type: none"> (i) can readily substitute words and phrases (ii) make a significant number of grammatical inaccuracies (iii) speak with generally accurate pronunciation

Band	Content and communication	Knowledge and application of grammar, accuracy and range
	Mark 5-6	5-6
2	The main points of messages are communicated in spite of errors The candidate can (i) participate in simple and very limited conversation (ii) answer closed questions	Candidates (i) show some ability to substitute words and phrases (ii) speak with frequent grammatical inaccuracies (iii) speak with generally accurate pronunciation
	Mark 3-4	3-4
1	Some information is conveyed The candidate can participate in a very simple conversation	Candidates (i) speak with many inaccuracies (ii) show beginnings of accurate pronunciation
	Mark 1-2	1-2
U	No communication takes place in the foreign language The candidate does not participate in any meaningful conversation	Candidates (i) have no evident knowledge and application of the grammar (ii) make inaccurate and very limited use of the foreign language
	Mark 0	0

Working Mark Scheme out of 20 for the conversation at the higher level.

Band	Content and communication	Knowledge and application of grammar, accuracy and range
8	<p>Messages are very clear but minor errors occur when using very complex structures</p> <p>Candidate can</p> <ul style="list-style-type: none"> (i) start a conversation and discussion, if required, and sustain them (ii) lead the conversation (iii) narrate events (iv) justify ideas and points of view with ease 	<p>Candidates can</p> <ul style="list-style-type: none"> (i) produce long stretches of speech with a good variety of vocabulary, structures and verb tenses (ii) make frequent use of complex structures though with errors that do not generally impede comprehension (iii) display confidence when speaking (iv) speak with very good fluency (v) display very good intonation and pronunciation
	<p>Mark 10</p>	<p>10</p>
7	<p>Messages are clear though some errors occur that do not impede communication when using complex structures</p> <p>Candidates can</p> <ul style="list-style-type: none"> (i) start a conversation and discussion, if required, and sustain them (ii) narrate events (iii) justify ideas and points of view (iv) guide the conversation on occasion 	<p>Candidates can</p> <ul style="list-style-type: none"> (i) produce longer sequences of speech with a variety of vocabulary, structures and verb tenses (ii) use complex structures though with errors that do not impede communication (iii) display confidence when speaking (iv) speak with good fluency (v) display good intonation and pronunciation
	<p>Mark 8-9</p>	<p>8-9</p>
6	<p>Messages are clear though there are some errors that do impede communication on occasion when using complex structures</p> <p>Candidates can</p> <ul style="list-style-type: none"> (i) start a conversation and discussion, if required and sustain them (ii) express factual information, ideas and points of view 	<p>Candidates can</p> <ul style="list-style-type: none"> (i) show signs of using a variety of structures and verb tenses and sometimes attempt more complex sentences (ii) make some errors, especially when using complex sentences (iii) display confidence when speaking, but may speak with some hesitation (iv) show fluency at times (v) display quite good intonation and pronunciation
	<p>Mark 6-7</p>	<p>6-7</p>

Band	Content and communication	Knowledge and application of grammar, accuracy and range
5	<p>Messages are clear though there are occasional errors that impede communication</p> <p>Candidates can</p> <ul style="list-style-type: none"> (i) participate in a conversation of a factual nature (ii) participate in simple discussions (iii) refer to past, present and future events (iv) express personal opinions and reactions and can deal with unpredictable elements 	<p>Candidates can</p> <ul style="list-style-type: none"> (i) use different tenses when referring to present, future or past events (ii) express opinions (iii) use uncomplicated language and generally use simple constructions (iv) generally produce accurate language (v) generally use accurate pronunciation and intonation
	Mark 5	5
4	<p>Messages are clearly conveyed though there are errors that impede communication</p> <p>Candidates can</p> <ul style="list-style-type: none"> (i) participate in a conversation about subjects with which they are very familiar (ii) occasionally express personal opinions (iii) cope with a few unpredictable elements 	<p>Candidates</p> <ul style="list-style-type: none"> (i) can deal linguistically with unpredictable elements (ii) make frequent errors (iii) use generally accurate pronunciation (iv) have acceptable intonation
	Mark 4	4
3	<p>Generally all messages are intelligible in spite of errors that can impede communication</p> <p>Candidates can participate in a simple conversation with limited content</p>	<p>Candidates</p> <ul style="list-style-type: none"> (i) can readily substitute words and phrases (ii) make a significant number of grammatical inaccuracies (iii) speak with generally accurate pronunciation
	Mark 3	3
2	<p>The main points of messages are communicated in spite of errors</p> <p>The candidate can</p> <ul style="list-style-type: none"> (i) participate in simple and very limited conversation (ii) answer closed questions 	<p>Candidates</p> <ul style="list-style-type: none"> (i) show some ability to substitute words and phrases (ii) speak with frequent grammatical inaccuracies (iii) speak with generally accurate pronunciation
	Mark 2	2

RÔLE-PLAYS

Each candidate will be required to undertake two rôle-plays, each containing five tasks. The first Higher Tier rôle-play will be the same as the second Foundation Tier rôle-play.

Each rôle-play will be separately assessed according to the following criteria.

(1) **Communication**

Each response by the candidate will be given 1, ½ or 0 mark on the following basis:

- 1 Answer is appropriate and complete. The task set is carried out effectively and without ambiguity.
- ½ Partial completion or partial communication of the task.
- 0 Inappropriate response. The candidate is unable to communicate any of the information required.

The maximum mark for communication for each rôle-play will be 5. This gives a total of 10 marks as there are two rôle-plays.

(2) **Knowledge and application of grammar and accuracy**

A global assessment out of five marks will be made for each rôle-play taking account of the answers to all of the tasks in that rôle-play. This gives a total of 10 marks as there are two rôle-plays.

Mark	Knowledge and application of grammar and accuracy
5	Very accurate. Shows refinement in vocabulary and structure
4	Accurate. Contains a small number of inaccuracies. Shows good vocabulary and structure
3	Generally accurate but contains inaccuracies. The language is usually appropriate
2	Some accuracy but there are a large number of inaccuracies. The language is sometimes appropriate
1	Occasionally accurate but mostly inaccurate. Answers make minimal use of appropriate language
0	Totally inaccurate and inappropriate

READING & RESPONDING

MARK SCHEME

FOUNDATION TIER

- 1.** (1 mark per item) [10]
- (i) D
 - (ii) H
 - (iii) F
 - (iv) G
 - (v) I
 - (vi) E
 - (vii) B
 - (viii) A
 - (ix) C
 - (x) J
- 2.** (1 mark per item) [8]
- 1. b
 - 2. c
 - 3. e
 - 4. f
 - 5. a
 - 6. d
 - 7. h
 - 8. g
- 3.** (1 mark per item) [6]
- (i) verdadero
 - (ii) verdadero
 - (iii) falso
 - (iv) falso
 - (v) no se dice
 - (vi) falso
- 4.** (1 mark per item) [4]
- (i) 18.00
 - (ii) 17.00
 - (iii) 21.00
 - (iv) 21.45

5. (1 mark per item) [4]

- (i) Lucia
- (ii) Ana
- (iii) Jose
- (iv) Miguel Angel

6. (1 mark per item unless stated) [8]

- (i) Last summer/summer/last July/summer holidays
- (ii) (very) pleasant
- (iii) Left luggage in hotel/went straight to beach
- (iv) Played football
- (v) Eat in (traditional) restaurants
- (vi) Doesn't like shellfish/fish
- (vii) Another place/different place/place further away
- (viii) In a 4 star hotel

READING & RESPONDING

MARKSCHEME

HIGHER TIER

1. (1 mark per item unless stated) [8]
- (i) Last summer/summer/last July/summer holidays
 - (ii) (very) pleasant
 - (iii) Left luggage in hotel/went straight to beach
 - (iv) Played football
 - (v) Eat in (traditional) restaurants
 - (vi) Doesn't like shellfish/fish
 - (vii) Another place/different place/place further away
 - (viii) In a 4 star hotel
2. (1 mark per item) [4]
- (i) Lucia
 - (ii) Ana
 - (iii) Jose
 - (iv) Miguel Angel
3. (1 mark per item) [4]
- (i) 18.00
 - (ii) 17.00
 - (iii) 21.00
 - (iv) 21.45
4. (1 mark per item unless stated) [8]
- (i) Buñol
 - (ii) 1 dia/14 horas
 - (iii) 11/1
 - (iv) en camiones
 - (v) tiran tomates/tirar tomates
 - (vi) con plástico/ plástico
 - (vii) voluntarios
5. (1 mark per item) [6]
- (i) Algunos desastres ecológicos
 - (ii) Más sobre el medioambiente
 - (iii) Le preocupa un poco
 - (iv) demasiada
 - (v) hacen mucho
 - (vi) cada mes

6. (1 mark per item)

[10]

- (i) verdadero
- (ii) falso
- (iii) verdadero
- (iv) falso
- (v) falso
- (vi) no se dice
- (vii) no se dice
- (viii) falso
- (ix) falso
- (x) verdadero



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