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# **GCSE MARKING SCHEME**

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**SUMMER 2023**

**GCSE  
SPANISH - UNIT 4  
WRITING - HIGHER TIER  
3810UD0-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2023 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.

## WJEC GCSE SPANISH (NEW)

### SUMMER 2023 MARK SCHEME

#### UNIT 4: WRITING – HIGHER TIER (60 marks)

##### 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 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
- make sure that you are familiar with the questions and the relevant mark schemes
- familiarise yourself with the descriptors for each section of each assessment grid. See information below regarding advice on awarding marks using banded mark schemes
- for questions at Foundation and Higher Tier where an approximate word count is advised, the whole task must be marked, and no marks are to be deducted for exceeding the word count.

##### Translation into Spanish

Suggested translations of each sentence or passage are provided in the mark scheme and will be further discussed at the examiners' conference in the light of candidates' scripts. Possible alternatives will be looked at on an individual basis.

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'.

##### Applying banded mark schemes

Banded mark schemes are divided so that each band has descriptors for the performance level of that band. You should first read and annotate a candidate's response to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied.

##### Stage 1 – Deciding on the band

When deciding on a band, the response should be viewed holistically. Beginning at the lowest band, you should look at the candidate's response and check whether it matches the descriptors for that band. 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 response 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 a 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 within a band. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. You will then receive examples of responses that have been awarded a mark by the Principal Examiner. You should mark the examples and compare your marks with those of the Principal Examiner.

When marking, you can use these examples 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 response as you apply the mark scheme in order to confirm that the band and the mark allocated are appropriate to the response provided.

The following pages contain the mark scheme and assessment grids for Higher Tier. In addition, you should ensure you are familiar with the grammar requirements in Appendix B of the specification.

When using the assessment grids for Question 1, Communication and content and Linguistic knowledge and accuracy are to be assessed separately. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another. Where a candidate produces a response, which is wholly irrelevant to the task set, 0 marks for Communication and content and Linguistic knowledge and accuracy will be awarded.

When using the assessment grids for Question 2, Communication and content and Linguistic knowledge and accuracy are to be assessed separately. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another. Where a candidate produces a response, which is wholly irrelevant to the task set, 0 marks for Communication and content and Linguistic knowledge and accuracy will be awarded.

**Question 1****[20]**

Marks will be awarded for Communication and content and Linguistic knowledge and accuracy.

**See Assessment Grid for Foundation Tier Question 3 / Higher Tier Question 1**

Candidates are required to address the three compulsory bullet points and write approximately 100 words overall. The candidate must provide some evidence of coverage of all bullet points in order to access the full mark range.

When assessing style and register, the following will be taken into account:

- the appropriateness of the piece for the intended audience (e.g. a friend, peers, tourists, teachers) and the appropriate register (formal or informal), including verbs and possessive adjectives, is used consistently throughout, as appropriate to the level

## Question 2

[28]

Marks will be awarded for Communication and content and Linguistic knowledge and accuracy.

### **See Assessment Grid for Higher Tier Question 2 Guidance for examiners**

Candidates may use the three bullet points provided but are not limited to them. The content must however be relevant to the main theme of the task. Candidates are required to write approximately 150 words.

- (a) A very good variety of vocabulary will include common and less common, and familiar and less familiar words. Complex grammatical structures will include varied and complex word order, extended sentences with a range of structures such as conjunctions, pronouns and adverbs (see Grammar list in Appendix B of the specification with grammar items that are specific to Higher Tier).
- (b) When assessing style and register, the following will be taken into account:
- the appropriateness of the piece for the intended audience (e.g. a friend, peers, tourists, teachers) and
  - the appropriate register (formal or informal), including verbs and possessive adjectives, is used consistently throughout, as appropriate to the level

**Assessment Grid for Unit 4: Writing Question 2 Higher Tier**
**[28]**

<b>Band</b>	<b>Marks</b>	<b>Communication and content</b>	<b>Marks</b>	<b>Linguistic knowledge and accuracy</b>
<b>5</b>	<b>16-18</b>	<ul style="list-style-type: none"> <li>An excellent response. Relevant and very detailed information presented in relation to the task.</li> <li>Facts, ideas and opinions (as appropriate to the task) are clearly expressed and justified.</li> <li>Communication is clear with little or no ambiguity.</li> </ul>	<b>9-10</b>	<ul style="list-style-type: none"> <li>A very good variety of vocabulary and grammatical structures, including complex structures.</li> <li>A very good level of accuracy. References to past, present and future events are successful.</li> <li>Style and register are appropriate.</li> </ul>
<b>4</b>	<b>12-15</b>	<ul style="list-style-type: none"> <li>A very good response. Relevant information with some detail presented in relation to the task.</li> <li>Facts, ideas and opinions (as appropriate to the task) are expressed and justified.</li> <li>Communication is mostly clear but with a few ambiguities.</li> </ul>	<b>7-8</b>	<ul style="list-style-type: none"> <li>A good variety of vocabulary and grammatical structures is used, including complex structures.</li> <li>A good level of accuracy with some minor errors and occasional major errors. References to past, present and future events are almost always correct.</li> <li>Style and register are appropriate with only minor lapses.</li> </ul>
<b>3</b>	<b>8-11</b>	<ul style="list-style-type: none"> <li>A good response. Mostly relevant information presented in relation to the task.</li> <li>Facts, ideas and opinions (as appropriate to the task) are expressed with occasional justification.</li> <li>Communication is usually clear but with some ambiguities.</li> </ul>	<b>5-6</b>	<ul style="list-style-type: none"> <li>A variety of vocabulary and grammatical structures is used including some complex structures.</li> <li>A reasonable level of accuracy. Minor errors are likely and there may be some major errors. References to past, present and future events are usually correct.</li> <li>Style and register may not always be appropriate.</li> </ul>
<b>2</b>	<b>4-7</b>	<ul style="list-style-type: none"> <li>A reasonable response. Some relevant information presented in relation to the task.</li> <li>Some facts, ideas and opinions (as appropriate to the task) are expressed.</li> <li>Communication is sometimes clear but there may be instances where messages break down.</li> </ul>	<b>3-4</b>	<ul style="list-style-type: none"> <li>A simple range of vocabulary and grammatical structures is used.</li> <li>A good level of accuracy when using simple structures, though errors are often present when attempting more complex structures. References to past, present and future events are occasionally correct.</li> <li>Limited awareness of style and register.</li> </ul>
<b>1</b>	<b>1-3</b>	<ul style="list-style-type: none"> <li>A basic response. Little relevant information presented in response to the task.</li> <li>Facts, ideas and opinions (as appropriate to the task) are occasionally expressed.</li> <li>Communication may not be clear with instances where messages break down.</li> </ul>	<b>1-2</b>	<ul style="list-style-type: none"> <li>Little variety of vocabulary, and simple grammatical structures used.</li> <li>There may be major errors and frequent minor errors. References to past, present and future events have limited success.</li> <li>Little or no awareness of style and register.</li> </ul>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>Response not worthy of credit</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>Response not worthy of credit</li> </ul>

Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for Communication and content and Linguistic knowledge and accuracy will be awarded.

### Question 3 – Translation

[12]

Marks for translation will be awarded for conveying meaning and for application of grammatical knowledge and structures.

The translation will be divided into five sections. For each section (a, b and c), marks of 0-1-2 will be awarded as follows:

<b>2</b>	Meaning fully conveyed. Grammatical structures correct with very minor errors (such as accents, genders, agreements, etc.).
<b>1</b>	Meaning partially conveyed but grammatical structures used are correct; or meaning conveyed but grammatical structures incorrect.
<b>0</b>	Inappropriate or no response. None of the required information is conveyed.

The maximum mark for conveying meaning and for application of grammatical knowledge and structures for this section is 6, as there are three sections to be translated.

For each section (d and e), marks of 0-1-2-3 will be awarded as follows:

<b>3</b>	Meaning fully conveyed. Grammatical structures correct with very minor errors (such as accents, genders, agreements, etc.).
<b>2</b>	Meaning partially conveyed but grammatical structures used are correct; or meaning conveyed but grammatical structures incorrect.
<b>1</b>	Little meaning conveyed. Isolated words are communicated.
<b>0</b>	Inappropriate or no response. None of the required information is conveyed.

The maximum mark for conveying meaning and for application of grammatical knowledge and structures in this section is 6, as there are two sections to be translated.

The total number of marks available for the translation task as a whole is 12.

To aid examiners in awarding marks for conveying meaning and for application of grammatical knowledge and structures possible alternative answers will be discussed and agreed at conference. Where candidates have adopted a different approach, examiners are advised to discuss this with their Principal Examiner or Team Leader.



<b>English</b>	<b>3 marks</b>	<b>2 marks</b>	<b>1 mark</b>
It is necessary to think about the future		Es necesario pensar en el futuro	Necesario pensar futuro
I believe that experience and personal qualities are useful		Creo que la experiencia y las cualidades personales son útiles	Creo que experiencia y las cualidades útiles
Last year, I worked as a volunteer cleaning the local beaches		El año pasado, trabajé como voluntario limpiando las playas locales	El año pasado, las playas locales
There is too much unemployment in many places on the coast	Hay demasiado desempleo en muchos sitios en la costa	Hay desempleo en sitios en costa	Hay desempleo en costa
The government should do more to create jobs for young people	El gobierno debería hacer más para crear empleo/trabajos para los jóvenes	El gobierno hacer más para empleo para jóvenes	Gobierno hace mas empleo jovenes