



GCSE MARKING SCHEME

SPANISH

SUMMER 2015

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 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.

	Page
Unit 1 - Listening (Foundation Tier) Mark Scheme	2
Unit 1 - Listening (Foundation Tier) Tape Script	9
Unit 1 - Listening (Higher Tier) Mark Scheme	11
Unit 1 - Listening (Higher Tier) Tape Script	17
Unit 3 - Reading (Foundation Tier) Mark Scheme	20
Unit 3 - Reading (Higher Tier) Mark Scheme	23
Unit 2 - Speaking	25
Unit 4 - Writing	27

MARK SCHEME - LISTENING

IMPORTANT GENERAL PRINCIPLES

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 accepted.

Answers which contain incorrect spelling in either English or Welsh but are understandable and unambiguous in their meaning will be credited with the marks available. However, no marks will be given for a misspelt word which is the same spelling as the spelling in Spanish.

Disregard additional incorrect information as long as the correct answer has been given and the additional information does not contradict or modify what has been said.

When extra boxes are ticked, credit the correct answers then subtract the incorrect ones. It is important to decide the scope of the mark allocation.

If candidates hedge their bets (give 2 contradictory answers) $+ 1 - 1 = 0$.

Possible errors in marking:

- Awarding more marks than are allocated.
- Forgetting a task is worth 2 marks and only giving 1 mark.
- Confusion about the number of details needed for allocated marks.
- Mathematical errors.
- Seeing a correct answer in the incorrect place and crediting it.
- Concentrating on seeking ticks in correct boxes and not seeing additional extra ticks in wrong boxes.

**GCSE SPANISH
UNIT 1: LISTENING
MARK SCHEME – SUMMER 2015**

FOUNDATION TIER

Q.1 What are these people asking for and where is it? **Put a tick (✓) in the correct boxes.**

- (a) - ¿Hay una peluquería por aquí?
- Sí, siga todo recto. Está muy cerca.

Butchers	Greengrocer	Hairdresser
		✓

[1]

Arrow pointing left	Arrow pointing straight on	Arrow pointing right
	✓	

[1]

- (b) - ¿Dónde está la biblioteca?
- Tome la segunda a la izquierda

Library	Leisure centre	Post Office
✓		

[1]

Map showing second street on the right	Map showing second street on the left	Map showing first street on the left
	✓	

[1]

- (c) - Perdona señora, busco un cajero automático.
- Creo que hay uno al lado de la estación de autobuses.
- Gracias. Adiós.

Bank's hole in the wall	Clothes shop	Computer shop
✓		

[1]

Next to the train station	
Next to the taxi rank	
Next to the bus station	✓

[1]

Q. 2 What are these people going to eat? **Fill in the form by putting a tick (✓) in the correct column.**

Waiter: Buenas noches, ¿qué van a tomar de primer plato?
 Clara: Yo quiero una ensalada verde por favor.
 Sergio: Para mí, unas gambas al ajillo.
 Waiter: ¿Y de segundo?
 Clara: Pescado con patatas fritas. ¿Y tú, Sergio?
 Sergio: Yo, unas salchichas.
 Waiter: ¿Con ensalada o con patatas fritas?
 Sergio: Con patatas fritas.

Item	Clara	Sergio
Plate of prawns		✓
Soup		
Salad	✓	
Sausages + chips		✓
Meat + chips		
Fish and chips	✓	

Q.3 What item are they talking about and what colour is it? Tick (✓) the correct item and next to it write the colour in **English**.

(a) - Mira, el vestido que acabo de comprar es verde. ¿Te gusta?

Person 1:	Item	Colour
trousers		
dress	✓	green
vest		

[2]

(b) - ¿Qué corbata prefieres?
- Prefiero la corbata azul marino.

Person 2:	Item	Colour
shirt		
coat		
tie	✓	blue

[2]

(c) - ¿De qué color son las faldas?
- Las faldas de deporte son amarillas.

Person 3:	Item	Colour
skirt	✓	yellow
jacket		
shoes		

[2]

Q.4 Listen to your Spanish pen friend talking about school. **Complete the boxes that follow with the correct answer in English.**

Voy a un instituto aquí en Palma de Mallorca. Es un instituto bastante moderno. Estudio varias asignaturas.

Mi asignatura favorita es la religión porque el profesor es muy simpático. También, me encantan las lenguas, sobre todo el alemán pero no me gustan las ciencias. La profesora es muy estricta.

Por otra parte, lo que más odio es el dibujo.

His favourite subject is	RE / religion / RS / RP / religious studies [1]
He also likes	German / languages / MFL [1]
He doesn't like	Sciences [1]
He hates	Drawing / art [1]

[4]

Q.5 Your friends can't go out. What do they have to do instead? **Complete the sentences that follow in English.**

1. No puedo salir ahora porque estoy haciendo las camas.
2. Mi madre no me deja salir porque estoy pasando la aspiradora.
3. Me tengo que quedar en casa porque estoy ayudando a mi padre.
4. Lo siento pero me estoy duchando. Tal vez más tarde.

Person 1	He is making the beds / making his bed [1]
Person 2	She is hoovering / vacuuming [1]
Person 3	She is helping her father / dad (at home / around the house) [1]
Person 4	He is having a shower / showering / getting showered [1]

[4]

Q.6 Where are they going?

(a) **Tick (✓) the correct box and then write at what time.**

- ¿Adónde vas con tanta prisa?
- Tengo que ir a la comisaría a las diez y media.
- ¿Quieres que te acompañe?
- De acuerdo.

Town Hall	
Police HQ	✓
Youth Hostel	

[1]

At what time? **10:30 / At ten thirty / Half past ten**

[1]

(b) **Tick (✓) the correct box and then write when.**

- ¿Qué quieres hacer hoy?
- Me gustaría ir de compras. La verdad es que necesito comprar unos zapatos.
- Pues, acaban de abrir una zapatería en el centro.
- ¡Qué bien! ¿Vamos ahora mismo?
- Vale, vamos.

Department Store	
Shoe shop	✓
Sports Shop	

[1]

When? **Now / Right now / Straight away / immediately / this instant.**

[1]

Q. 7 Listen to these people. **Where exactly is the object or animal ? Tick (✓) the correct box.**

- (a) - Cristian, ¿has visto el libro que estoy leyendo?
- Sí, lo dejaste debajo de la silla del jardín.

The book is

on the chair	
under the chair	✓
near the chair	

[1]

- (b) - Cristian, por favor saca al perro a pasear.
- Sí, está bien, pero ¿dónde está?
- Creo que está durmiendo dentro de esa caja.

The dog is

on the box	
inside the box	✓
next to the box	

[1]

Q.8 Your Spanish friend Lorena talks about her family. **Answer the following questions in English.**

¡Hola! Me llamo Lorena. Vivo en una granja en el campo con mis padres y mis abuelos. La granja es muy antigua y tiene dos plantas. Siempre cenamos en familia a eso de las nueve. Mi abuela es una excelente cocinera así que ella siempre prepara la comida. Algún día me gustaría poder cocinar como ella y trabajar en un restaurante famoso.

(a) Where does Lorena live? **Write two details.**

On a farm (1) in the country(side) (1) [2]

(b) What is it like? **Write two details.**

Old (1) and has two stories / floors / levels (1) [2]

(c) What does she hope to do in the future? **Write two details.**

Cook (1) / like her (grandmother) (1) or work in a famous restaurant (1) (wants to be a) cook/chef in a restaurant. (2) [2]

Q.9 What is the weather like in the following regions? **Write the correct letter for each weather forecast.**

- Aquí tenéis el pronóstico del tiempo para el día de hoy:
- En Canarias habrá niebla todo el día.
- En los Pirineos bajarán las temperaturas.
- En Madrid habrá vientos fuertes por la tarde.
- En la Comunidad Valenciana lloverá por la mañana.

1	Canarias	B
2	Los Pirineos	D
3	Madrid	A
4	Comunidad Valenciana	C

Windy weather	Fog	Rainy weather	Cold weather
A	B	C	D

[4]

**GCSE SPANISH
UNIT 1: LISTENING
TAPESCRIPT – SUMMER 2015**

FOUNDATION TIER

- Q.1**
- (a) - ¿Hay una peluquería por aquí?
- Sí, siga todo recto. Está muy cerca.
 - (b) - ¿Dónde está la biblioteca?
- Tome la segunda a la izquierda.
 - (c) - Perdona señora, busco un cajero automático.
- Creo que hay uno al lado de la estación de autobuses.
- Gracias. Adiós.
- Q.2**
- Waiter: Buenas noches, ¿qué van a tomar de primer plato?
Clara: Yo quiero una ensalada verde por favor.
Sergio: Para mí, unas gambas al ajillo.
Waiter: ¿Y de segundo?
Clara: Pescado con patatas fritas. ¿Y tú, Sergio?
Sergio: Yo, unas salchichas.
Waiter: ¿Con ensalada o con patatas fritas?
Sergio: Con patatas fritas.
- Q.3**
- (a) - Mira, el vestido que acabo de comprar es verde. ¿Te gusta?
 - (b) - ¿Qué corbata prefieres?
- Prefiero la corbata azul marino.
 - (c) - ¿De qué color son las faldas?
- Las faldas de deporte son amarillas.
- Q.4**
- Voy a un instituto aquí en Palma de Mallorca. Es un instituto bastante moderno. Estudio varias asignaturas. Mi asignatura favorita es la religión porque el profesor es muy simpático. También, me encantan las lenguas, sobre todo el alemán pero no me gustan las ciencias. La profesora es muy estricta. Por otra parte, lo que más odio es el dibujo.
- Q.5**
1. No puedo salir ahora porque estoy haciendo las camas.
 2. Mi madre no me deja salir porque estoy pasando la aspiradora.
 3. Me tengo que quedar en casa porque estoy ayudando a mi padre.
 4. Lo siento pero me estoy duchando. Tal vez más tarde.

- Q.6** (a) - ¿Adónde vas con tanta prisa?
- Tengo que ir a la comisaría a las diez y media.
- ¿Quieres que te acompañe?
- De acuerdo.
- (b) - ¿Qué quieres hacer hoy?
- Me gustaría ir de compras. La verdad es que necesito comprar unos zapatos.
- Pues, acaban de abrir una zapatería en el centro.
- ¡Qué bien! ¿Vamos ahora mismo?
- Vale, vamos.
- Q.7** (a) - Cristian, ¿has visto el libro que estoy leyendo?
- Sí, lo dejaste debajo de la silla del jardín.
- (b) - Cristian, por favor saca al perro a pasear.
- Sí, está bien, pero ¿dónde está?
- Creo que está durmiendo dentro de esa caja.
- Q.8** ¡Hola! Me llamo Lorena. Vivo en una granja en el campo con mis padres y mis abuelos. La granja es muy antigua y tiene dos plantas. Siempre cenamos en familia a eso de las nueve. Mi abuela es una excelente cocinera así que ella siempre prepara la comida. Algún día me gustaría poder cocinar como ella y trabajar en un restaurante famoso.
- Q.9** - Aquí tenéis el pronóstico del tiempo para el día de hoy:
- En Canarias habrá niebla todo el día.
- En los Pirineos bajarán las temperaturas.
- En Madrid habrá vientos fuertes por la tarde.
- En la Comunidad Valenciana lloverá por la mañana.

**GCSE SPANISH
UNIT 1: LISTENING
MARK SCHEME – SUMMER 2015**

HIGHER TIER

Q.1 Where are they going?

(a) **Tick (✓) the correct box and then write at what time.**

- ¿Adónde vas con tanta prisa?
- Tengo que ir a la comisaría a las diez y media.
- ¿Quieres que te acompañe?
- De acuerdo.

Town Hall	
Police HQ	✓
Youth Hostel	

[1]

At what time? **10:30 / At ten thirty / Half past ten**

[1]

(b) **Tick (✓) the correct box and then write when.**

- ¿Qué quieres hacer hoy?
- Me gustaría ir de compras. La verdad es que necesito comprar unos zapatos.
- Pues, acaban de abrir una zapatería en el centro.
- ¡Qué bien! ¿Vamos ahora mismo?
- Vale, vamos.

Department Store	
Shoe shop	✓
Sports Shop	

[1]

When? **Now / Right now / Straight away / immediately / this instant**

[1]

Q. 2 Listen to these people. **Where exactly is the object or animal?**

Tick (✓) the correct box.

- (a) - Cristian, ¿has visto el libro que estoy leyendo?
- Sí, lo dejaste debajo de la silla del jardín.

The book is

on the chair	
under the chair	✓
near the chair	

[1]

- (b) - Cristian, por favor saca al perro a pasear.
- Sí, está bien, pero ¿dónde está?
- Creo que está durmiendo dentro de esa caja.

The dog is

on the box	
inside the box	✓
next to the box	

[1]

Q.3 Your Spanish friend Lorena talks about her family. **Answer the following questions in English.**

¡Hola! Me llamo Lorena. Vivo en una granja en el campo con mis padres y mis abuelos. La granja es muy antigua y tiene dos plantas. Siempre cenamos en familia a eso de las nueve. Mi abuela es una excelente cocinera así que ella siempre prepara la comida. Algún día me gustaría poder cocinar como ella y trabajar en un restaurante famoso.

(a) Where does Lorena live? **Write two details.**

On a farm (1) in the country(side) (1) [2]

(b) What is it like? **Write two details.**

Old (1) and has two stories / floors / levels (1) [2]

(c) What does she hope to do in the future? **Write two details.**

**Cook (1) / like her (grandmother) (1) or work in a famous restaurant (1)
// (wants to be a) cook / chef in a (famous) restaurant (2) [2]**

Q.4 What is the weather like in the following regions? **Write the correct letter for each weather forecast.**

- Aquí tenéis el pronóstico del tiempo para el día de hoy:
- En Canarias habrá niebla todo el día.
- En los Pirineos bajarán las temperaturas.
- En Madrid habrá vientos fuertes por la tarde.
- En la Comunidad Valenciana lloverá por la mañana.

1	Canarias	B
2	Los Pirineos	D
3	Madrid	A
4	Comunidad Valenciana	C

Windy weather	Fog	Rainy weather	Cold weather
A	B	C	D

[4]

Q.5 Two friends talk about their free time.

SECTION 1

There are two sections. Answer the questions that follow in English.

Ricardo: ¿Vas mucho al cine?
Marina: Sí, voy con mucha frecuencia porque me encanta.
Ricardo: ¿Y qué tipo de películas te gusta ver?
Marina: Me gustan mucho las películas de miedo ¿Y a tí?
Ricardo: En general, prefiero las películas de acción, pero como practico varios deportes casi nunca tengo tiempo para ir al cine.

- (a) How often does she go to the cinema?
(very) frequently / (quite) often / a lot [1]
- (b) Marina likes **horror / terror / frightening / scary** films. [1]

SECTION 2

Answer the questions that follow in English.

Marina: ¿Te apetecería ir al cine conmigo este viernes por la noche?
Ricardo: Lo siento, pero tengo un partido de fútbol.
Marina: ¡Qué pena porque tengo entradas gratis para esa sesión!

- (c) She wants to know if...
He **wants to go / come to the cinema.** [1]
- (d) When exactly? **Friday night / evening / pm (need both parts).** [1]
- (e) What does she have? **Write two details.**
free (1) ticket(s) (1) // free ticket to go to watch a film (2) [2]

Q.6 Shopping at El Corte Inglés department store. **There are 2 sections.**

SECTION 1

Complete the sentences and questions that follow in English.

- ¿Qué desea?
- Quiero comprar una tableta electrónica pero no sé donde se encuentran.
- Tiene que ir a la sección de informática. En la Planta Baja.
- Gracias.

(a) She wants to buy a **tablet (device) / ipad / an electronic tablet** [1]

(b) What floor does she need to go to?

Ground / bottom / ICT floor [1]

SECTION 2

(c) According to the salesperson there is a range of prices.
Put a tick (✓) by the correct set of prices.

- ¡Hola! Quisiera ver algunas tabletas electrónicas.
- Mira, en este momento tenemos unas rebajas excelentes. Hay tabletas desde €139 hasta €483. Depende de lo que estés buscando.
- Quiero algo bueno pero no muy caro.

€129 - €483	
€139 - €483	✓
€169 - €583	

(d) **Complete the sentence that follows in English. Write two details.** [1]

She is looking for something **good (quality)** and **not (too/very) expensive / inexpensive.** [2]

Q. 7 Your Spanish friend is talking about his school. **Complete the following sentences in English. There are two sections.**

SECTION 1

- Mi instituto es muy grande. Tengo muchos amigos y estudio muchas asignaturas. El ambiente del instituto es muy positivo, pero hay que obedecer las reglas. Por ejemplo: todos los alumnos debemos ayudar a reciclar. Hay contenedores de papel y de vidrio por todas partes.

(a) One of the rules is that the pupils must **recycle (their rubbish / glass / (and) paper (in bin) / all their waste)** [1]

SECTION 2

- Por otra parte para conservar la energía debemos apagar las luces al salir de las aulas y, por supuesto, los móviles están prohibidos dentro del instituto.

(b) Pupils must also **turn/switch the lights off/out (when leaving rooms)** to save energy. [1]

(c) What does he say about mobile phones?

They are banned / forbidden / prohibited or not allowed / permitted in school [1]

Q. 8 Talking about football. **Listen to the two friends and put a tick (✓) next to the three correct statements.**

- Dime Antonio, ¿cómo os fue en el partido de ayer? ¿Ganásteis?
- No. Empatamos dos a dos. Pero fue un partido muy emocionante. Ese equipo es el campeón de la liga juvenil.
- ¿Te parece que es más importante participar que ganar?
- No sé, ganar de vez en cuando es muy importante para estar motivado, pero jugar contra un gran equipo y jugar bien, también es importante.
- Pues yo soy muy competitivo y si no gano prefiero no jugar.

According to the conversation,

Antonio's team won the game.	
The other team won the game.	
Antonio's team are the champions.	
The other team are the champions.	✓
Winning is more important than playing.	
Playing against a great team is more important than winning.	
Playing against a great team is as important as winning.	✓
Antonio's friend would rather not play if he is not going to win.	✓

[3]

Q.9 Listen to two friends talking. **Answer the questions that follow in English.** There are two sections.

SECTION 1

- Acaban de abrir una pista de patinaje sobre hielo aquí en mi pueblo. Así que ayer fui a patinar por primera vez con un grupo de amigos. Al principio, nos daba vergüenza y nos sentíamos ridículos porque nos caíamos a cada rato y la gente se reía de nosotros. El problema es que había demasiada gente y era muy difícil moverse.

(a) What has just opened in her town?

A skating rink / ice (skating) rink / ice skating ring [1]

(b) Why did they feel embarrassed? **Write two details.**

Because they kept falling (2) / they fell all the time / fell every time (2) / people laughed (1) at them (1) / they got laughed at (2) [2]

(c) What was the problem according to the girl?

(There were) too many people / (there were) lots of people / (it was very) difficult to move/skate / they couldn't move or skate / difficult to move [1]

SECTION 2

- Lo malo fue que al final mi novio se cayó y se rompió la rodilla por querer patinar rápido. Ahora tendrá que pasar seis semanas sin poder andar. ¡Qué lástima porque él dice que no patinará nunca más!

(d) What happened to her boyfriend?

He broke his knee(cap). [1]

(e) How did it happen?

(Trying to) skate faster / going faster / was going fast / fell over when skating fast / skating too fast / going too fast / speeding [1]

(f) Why is she sad?

He will not skate again / doesn't want to skate again / will never skate again / he said he won't ice skate again, he hasn't walked for 6 weeks [1]

**GCSE SPANISH
UNIT 1: LISTENING
TAPESCRIPT – SUMMER 2015**

HIGHER TIER

- Q.1** (a) - ¿Adónde vas con tanta prisa?
- Tengo que ir a la comisaría a las diez y media.
- ¿Quieres que te acompañe?
- De acuerdo.
- (b) - ¿Qué quieres hacer hoy?
- Me gustaría ir de compras. La verdad es que necesito comprar unos zapatos.
- Pues, acaban de abrir una zapatería en el centro.
- ¡Qué bien! ¿Vamos ahora mismo?
- Vale, vamos.
- Q. 2** (a) - Cristian, ¿has visto el libro que estoy leyendo?
- Sí, lo dejaste debajo de la silla del jardín.
- (b) - Cristian, por favor saca al perro a pasear.
- Sí, está bien, pero ¿dónde está?
- Creo que está durmiendo dentro de esa caja.
- Q.3** ¡Hola! Me llamo Lorena. Vivo en una granja en el campo con mis padres y mis abuelos. La granja es muy antigua y tiene dos plantas. Siempre cenamos en familia a eso de las nueve. Mi abuela es una excelente cocinera así que ella siempre prepara la comida. Algún día me gustaría poder cocinar como ella y trabajar en un restaurante famoso.
- Q.4** - Aquí tenéis el pronóstico del tiempo para el día de hoy:
- En Canarias habrá niebla todo el día.
- En los Pirineos bajarán las temperaturas.
- En Madrid habrá vientos fuertes por la tarde.
- En la Comunidad Valenciana lloverá por la mañana.

Q.5

SECTION 1

Ricardo: ¿Vas mucho al cine?
Marina: Sí, voy con mucha frecuencia porque me encanta.
Ricardo: ¿Y qué tipo de películas te gusta ver?
Marina: Me gustan mucho las películas de miedo. ¿Y a ti?
Ricardo: En general, prefiero las películas de acción, pero como practico varios deportes casi nunca tengo tiempo para ir al cine.

SECTION 2

Marina: ¿Te apetecería ir al cine conmigo este viernes por la noche?
Ricardo: Lo siento, pero tengo un partido de fútbol.
Marina: ¡Qué pena porque tengo entradas gratis para esa sesión!

Q.6

SECTION 1

- ¿Qué desea?
- Quiero comprar una tableta electrónica pero no sé donde se encuentran.
- Tiene que ir a la sección de informática. En la Planta Baja.
- Gracias.

SECTION 2

- ¡Hola! Quisiera ver algunas tabletas electrónicas.
- Mira, en este momento tenemos unas rebajas excelentes. Hay tabletas desde €139 hasta €483. Depende de lo que estés buscando.
- Quiero algo bueno pero no muy caro.

Q. 7

SECTION 1

- Mi instituto es muy grande. Tengo muchos amigos y estudio muchas asignaturas. El ambiente del instituto es muy positivo, pero hay que obedecer las reglas. Por ejemplo: todos los alumnos debemos ayudar a reciclar. Hay contenedores de papel y de vidrio por todas partes.

SECTION 2

- Por otra parte para conservar la energía debemos apagar las luces al salir de las aulas y, por supuesto, los móviles están prohibidos dentro del instituto.

- Q. 8**
- Dime Antonio, ¿cómo os fue en el partido de ayer? ¿Ganásteis?
 - No. Empatamos dos a dos. Pero fue un partido muy emocionante. Ese equipo es el campeón de la liga juvenil.
 - ¿Te parece que es más importante participar que ganar?
 - No sé, ganar de vez en cuando es muy importante para estar motivado, pero jugar contra un gran equipo y jugar bien, también es importante.
 - Pues yo soy muy competitivo y si no gano prefiero no jugar.

Q.9

SECTION 1

- Acaban de abrir una pista de patinaje sobre hielo aquí en mi pueblo. Así que ayer fui a patinar por primera vez con un grupo de amigos. Al principio, nos daba vergüenza y nos sentíamos ridículos porque nos caíamos a cada rato y la gente se reía de nosotros. El problema es que había demasiada gente y era muy difícil moverse.

SECTION 2

- Lo malo fue que al final mi novio se cayó y se rompió la rodilla por querer patinar rápido. Ahora tendrá que pasar seis semanas sin poder andar. ¡Qué lástima porque él dice que no patinará nunca más!

MARK SCHEME

READING GENERAL PRINCIPLES

Foundation Total 40

Higher Total 40

All candidates will have attempted **either** the higher papers **or** the foundation paper. They will not have attempted both. (If they have done so, then contact WJEC.)

The principle underlying the marking is the total, partial or non-completion of the task required except for those questions involving a choice between options. In those instances, the answer is either correct or incorrect and there is no partially correct answer.

Multiple choice, true/false, choosing the correct option from a series of pictures etc. will be marked as agreed in the conference. No half marks will be awarded.

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

Figures and numbers are acceptable.

Answers which contain incorrect spelling in either English or Welsh but are understandable and unambiguous in their meaning will be credited with the marks available. However, no marks will be given for a misspelt word which is the same spelling as the spelling in Spanish.

Any incorrect information is disregarded as long as a correct answer is given unless the incorrect information obviously contradicts or modifies what has been said.

Our policy when too many alternative and incorrect answers are given is to penalise for each extra incorrect answer.

e.g. one answer possible and two answers given, the correct one and an alternative = $1 - 1 = 0$
two possible answers and three answers given, two correct and an alternative = $1 + 1 = 2 - 1 = 1$

Where the information given e.g. in brackets or with an oblique (unless considered an alternative answer) makes the answer more ambiguous we deduct a mark, i.e. $2 - 1 = 1$

Each of the tasks is worth 1 mark (there are 40 on the foundation and 40 on the higher paper) in all and the number of tasks per question is indicated by the scale printed at the side of the question. Each task should be marked as indicated in the marking scheme and as confirmed in the examiners' conference.

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. The total is out of 40 on the foundation paper and 40 on the higher paper.

It is important to avoid the following errors in marking.

- (a) Awarding more than the maximum per sub-section or task.
- (b) Forgetting that each task is worth **one** mark i.e. the maximum in the right hand margin should be the mark printed on the paper.
- (c) Confusion between the number of details required per question, especially when alternative answers are allowed.
- (d) Mathematical errors – incorrect addition and wrong transfer of total working mark to the front page.
- (e) Incorrect marking due to lack of appreciation of the marking scheme on specific points or due to ultimately believing that a wrong answer frequently given by candidates is correct!

**GCSE SPANISH
UNIT 3: READING
MARK SCHEME – SUMMER 2015**

FOUNDATION TIER

Q.1 (1 mark per item)

[8]

1	H (example)
2	A
3	F
4	E
5	I
6	G
7	C
8	B
9	D

Q.2 (1 mark per item)

[8]

- (i) Tomás
- (ii) Martín
- (iii) Luis
- (iv) Ana
- (v) Heidi
- (vi) Mateo
- (vii) Tomás
- (viii) Mateo

Q.3 (1 mark per correct answer)

[8]

- 1. Juan
- 2. Juan
- 3. Marta
- 4. Sole
- 5. Marta
- 6. Sole
- 7. Sole
- 8. Marta

Q.4 (1 mark per correct box ticked)

[7]

- (i) C
- (ii) A
- (iii) C
- (iv) C
- (v) B
- (vi) A
- (vii) C

Q.5 (1 mark per item)

[9]

Name	José	Alma	Federico
Job	shop assistant / shop worker (1) / works in a (local) shop (1) / employee at a local shop (1)	Hairdresser (1) / cuts hair (1) / owns hairdresser shop (1)	manager (of a factory) (1)/ factory manager (1)/ <u>manages</u> factory (1)
Give 1 positive point	gets to know (lots of) people / customers / clients (1) / meets (lots of) people / customers / clients (1)	likes to chat to people / it's her dream job (1) (likes /loves to) chat / converse with / speak / talk to (people / customers / clients) (1) can / would / will talk to clients / customers (1) you can chat / talk (1)	good pay/well paid/pays well (1) / good money/salary/wage (1) / gets a lot of money (1)
Give 1 negative point	(can be) (a little) boring (1) / gets bored (1) / it bores him (1) / works every day and it's boring (1)	has to work 6 days a week (1) / (doesn't like working) 6 days a week (1) / her work is 6 days a week (1)	long hours (1) / long hours, 8-6pm (1)

Not accepting the PLACE for the JOB answer.

**GCSE SPANISH
UNIT 3: READING
MARK SCHEME – SUMMER 2015**

HIGHER TIER

Q1 (1 mark per item)

[9]

Name	José	Alma	Federico
Job	shop assistant / shop worker (1) / works in a (local) shop (1) / employee at a local shop (1)	hairdresser (1) / cuts hair (1) / owns hairdresser shop (1)	manager (of a factory) (1) / factory manager (1) / <u>manages</u> factory (1)
Give 1 positive point	gets to know (lots of) people / customers / clients (1) / meets (lots of) people / customers / clients (1)	likes to chat to people / it's her dream job (1) (likes /loves to) chat / converse with / speak / talk to (people / customers / clients) (1) Can / would / will talk to clients / customers (1) you can chat / talk (1)	good pay/well paid/pays well (1) / good money/salary/wage (1) / gets a lot of money (1)
Give 1 negative point	(can be) (a little) boring (1) / gets bored (1) / it bores him (1) / works every day and it's boring (1)	has to work 6 days a week (1) / (doesn't like working) 6 days a week (1) / her work is 6 days a week (1)	long hours (1) / long hours, 8-6pm (1)

Not accepting the PLACE for the JOB answer

Q2 (1 mark per correct box ticked)

[7]

- (i) C
- (ii) A
- (iii) C
- (iv) C
- (v) B
- (vi) A
- (vii) C

- Q3** **[10]**
1. (Mixture of) vegetables / green vegetables / greens / veg / veggies (1) // fruit (1) // fish (1). [3]
 2. Food high in / which causes / increases cholesterol (1) // dairy products food with/which contain milk / products containing dairy / milk products / products with milk (1) // (a lot of) salt / doesn't eat a lot of/too much salt / avoids using lots of salt. (1) [3]
 3. A lot more exercise (1) // went to the gym every day / always went/goes to the gym / went to the gym every day. (1) [2]
 4. Continue with a healthy diet / a good diet / a balanced diet / a good eating/food/diet routine / a healthy eating routine (1) // to have a healthy lifestyle / good lifestyle/way of living. (1) [2]
- Q4** (1 mark per item) (**Correct** letter **or** word accepted) **[6]**
1. E
 2. G
 3. H
 4. B
 5. I
 6. A
- Q5** **[8]**
1. A festival celebrated in Mexico / a celebratory festival / festivities / festival (celebrated in other Central American countries) / Day of the Dead. [1]
 2. Some Central American countries / (in) Central America [1]
 3. 16th century / 1500s. [1]
 4. Sugared (candied) skulls / bread (of death / of the dead) / (famous) flowers (any 2 details). [2]
 5. Photos or pictures / (illuminated or lit) candles. [1]
 6. They treat it with / show respect / respectful. [1]

UNIT 2 CONTROLLED ASSESSMENT SPEAKING MARK SCHEME

Structured Conversation

Marks	Communication and Content		Accuracy		Range of Language
10/9	Candidates: <ul style="list-style-type: none"> develop conversations/discussions, steering the conversation to reflect personal interests interact readily respond to teacher intervention narrate events and produce extended sequences of speech explain ideas and points of view 	5	Candidates: <ul style="list-style-type: none"> show a very good level of accuracy with few mistakes speak confidently with convincing pronunciation and intonation 	5	Candidates: <ul style="list-style-type: none"> show signs of more sophisticated language such as idioms and more complex items use a variety of vocabulary, structures and tenses competently
8/7	Candidates: <ul style="list-style-type: none"> take part in a conversation using longer sequences of speech express factual information, ideas and points of view show an ability to interact during the conversation 	4	Candidates: <ul style="list-style-type: none"> show a good level of accuracy though errors are present in more complex sentences use pronunciation and intonation which are mostly accurate 	4	Candidates: <ul style="list-style-type: none"> show signs of a variety of structures, tenses and vocabulary sometimes attempt more complex sentences
6/5	Candidates: <ul style="list-style-type: none"> take part in a conversation/simple discussion about topics with which they are familiar express simple points of view/opinions can deal with some unpredictable elements 	3	Candidates: <ul style="list-style-type: none"> convey clear messages despite some errors use pronunciation that is more accurate than inaccurate 	3	Candidates: <ul style="list-style-type: none"> use appropriate but simple range of vocabulary use uncomplicated language and simple constructions use different tenses when referring to the past, present and future
4/3	Candidates: <ul style="list-style-type: none"> answer some open questions take part in a simple conversation interact in a limited way 	2	Candidates: <ul style="list-style-type: none"> make quite frequent errors attempt to pronounce words accurately 	2	Candidates: <ul style="list-style-type: none"> substitute words and phrases use limited vocabulary and repetition of words and phrases
2/1	Candidates: <ul style="list-style-type: none"> answer mostly closed questions convey minimal information 	1	Candidates: <ul style="list-style-type: none"> speak with many inaccuracies speak with pronunciation that is understandable 	1	Candidates: <ul style="list-style-type: none"> use mainly single words and short phrases
0	Candidates: <ul style="list-style-type: none"> do not communicate 	0	Candidates: <ul style="list-style-type: none"> have no evident knowledge of the language 	0	Candidates: <ul style="list-style-type: none"> have no evident knowledge of the language

Presentation and Discussion

	Delivery of Presentation		Responding to Questions		Accuracy		Range of Language
5	Candidates: <ul style="list-style-type: none"> deliver an articulate and confident presentation 	5	Candidates: <ul style="list-style-type: none"> interact readily during the discussion answer all questions clearly and in detail justify and develop points of view 	5	Candidates: <ul style="list-style-type: none"> show a very good level of accuracy with few mistakes speak confidently with convincing pronunciation and intonation 	5	Candidates: <ul style="list-style-type: none"> use more sophisticated language such as idioms and more complex items use a variety of vocabulary, structures and tenses competently
4	Candidates: <ul style="list-style-type: none"> deliver the presentation competently 	4	Candidates: <ul style="list-style-type: none"> interact during the discussion answer most questions clearly and unambiguously justify points of view 	4	Candidates: <ul style="list-style-type: none"> show a good level of accuracy though errors are present in more complex sentences use pronunciation and intonation which are mostly accurate 	4	Candidates: <ul style="list-style-type: none"> use a variety of vocabulary, structures and tenses sometimes attempt more complex sentences
3	Candidates: <ul style="list-style-type: none"> deliver the main points of the presentation may need some teacher prompting 	3	Candidates: <ul style="list-style-type: none"> may need some teacher prompting answer most questions intelligibly express points of view 	3	Candidates: <ul style="list-style-type: none"> convey clear messages despite some errors use pronunciation that is more accurate than inaccurate 	3	Candidates: <ul style="list-style-type: none"> use an appropriate but simple range of language use uncomplicated language and simple constructions use different tenses when referring to the past, present and future
2	Candidates: <ul style="list-style-type: none"> rely heavily on teacher prompting to deliver the presentation 	2	Candidates: <ul style="list-style-type: none"> answer a few questions and are able to convey some meaning 	2	Candidates: <ul style="list-style-type: none"> make quite frequent errors attempt to pronounce words accurately 	2	Candidates: <ul style="list-style-type: none"> substitute words and phrases use limited vocabulary and repetition of words and phrases
1	Candidates: <ul style="list-style-type: none"> deliver minimal information 	1	Candidates: <ul style="list-style-type: none"> answer very briefly but not clearly or coherently 	1	Candidates: <ul style="list-style-type: none"> speak with many inaccuracies speak with a pronunciation that is understandable 	1	Candidates: <ul style="list-style-type: none"> use mainly single words and short phrases
0	Candidates: <ul style="list-style-type: none"> do not communicate 	0	Candidates: <ul style="list-style-type: none"> do not answer the questions 	0	Candidates: <ul style="list-style-type: none"> have no evident knowledge of the language 	0	Candidates: <ul style="list-style-type: none"> have no evident knowledge of the language

UNIT 4 CONTROLLED ASSESSMENT WRITING MARKSCHEME

COMMUNICATION

MARKS	CRITERIA
9/10	As complete an answer as can be expected. Information is expressed clearly and in detail. Points of view are both developed and justified and presented in an organised fashion.
7/8	Both information and points of view are expressed clearly and unambiguously though there is a lack of development and justification.
5/6	Points of information are expressed intelligibly and answer has a clear structure and organisation. Some points of view are expressed ambiguously.
3/4	There is confusion about the nature of the task though some points of information are expressed intelligibly. Answer tends to be rambling and disorganised.
1/2	Minimal information is communicated and there is little indication that the task has been understood. There is an inability to communicate information or points of view clearly and coherently.
0	The answer is irrelevant or incomprehensible.

QUALITY OF LANGUAGE

ACCURACY

MARKS	CRITERIA
5	Almost always accurate though there may be minor errors in attempts at complex and adventurous structures. Verbs and time references are handled confidently. Basic principles of grammar are sound.
4	Simple structures are accurate though there may be errors in attempts at complex structures. There is a clear grasp of grammar and syntax. Verb and time references are sometimes ambiguous.
3	Simple structures are mainly accurate but there are many basic errors in complex structures. Basic principles of grammar and syntax are sometimes disregarded.
2	Simple structures are sometimes correct though there is an obvious influence of mother tongue grammar and syntax.
1	A high incidence of basic errors even in simple structures, betraying a very limited grasp of grammar.
0	No understanding of grammatical principles.

QUALITY OF LANGUAGE

RANGE

MARKS	CRITERIA
5	Vocabulary and structures attempted are varied and appropriate. Complex structures are handled with confidence. Language shows adventure even if not always totally correct.
4	There is a good range of appropriate vocabulary and structures. Complex structures are mostly correct.
3	There is a range of vocabulary and structures though these may not always be appropriate. Structures tend to be simple rather than complex.
2	The vocabulary and structures are barely appropriate for the task and show a heavy reliance on the mother tongue. There is a predominance of simple structures.
1	The vocabulary is mostly inadequate for the task. Words are strung together making little sense. There is little understanding of language structure.
0	The language and structures are totally inadequate for the task.



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk