



GCSE MARKING SCHEME

SUMMER 2018

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

INTRODUCTION

This marking scheme was used by WJEC for the 2018 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.

GCSE SPANISH

SUMMER 2018 MARK SCHEME

COMPONENT 2: LISTENING (45 marks)

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.

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

The following pages contain the transcript of the extracts used for Component 2 and mark scheme for Higher Tier.
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Question 1**[5]**Section 1

	<u>Alejandro</u>	<u>Marta</u>	
(a)	Preferred holiday location	////////////////////////////////////	abroad / foreign country (1)
(b)	Transport arranged	(hired) car	//////////////////////////////////// (1)
(c)	Time of year	////////////////////////////////////	Holy Week / (week before) Easter / spring (1)

Section 2

(d)	Activity	water sports / sailing	//////////////////////////////////// (1)
(e)	Accommodation	uncle's house	//////////////////////////////////// (1)

Question 2**[5]**Section 1

- (a) Why was Oscar pleased with the placement offered? (1)
He likes meeting people / you meet a lot of people
- (b) What does he say about his role? (1)
Had no one task / job / Did a number of things
- (c) In what way did he prove most helpful? (1)
(His knowledge of / ability in) IT / ICT / computers / computing

Section 2

- (d) What problem did he have? (1)
He didn't get on with the receptionist / another member of staff. /
The receptionist / another member of staff was unkind / wasn't nice to him
- (e) What might he do in the future? (1)
Work in the hotel again / in the summer (holiday(s))/ next summer /
Go back (to the hotel) (in the summer (holiday(s))/ next summer)

Question 3 [5]

Section 1

(a) What is Vanesa's aim? (1)

(To) get (in) to university / (To) study engineering (at university)

(b) How does she describe her aim? (1)

The first part (of the plan / project)

Section 2

(c) What will she do next? (1)

Start her (own) company / firm

(d) Why is this important to her? (1)

Doing as her father and grandfather did / Following in her father's and grandfather's footsteps / Following a family tradition

(e) What does Vanesa think will help her succeed? Write **one** detail. (1)

Her university training / education / course / studies /
She's hard-working /
She's determined

[1 from 3]

Question 4 [4]

(a) (they are) twins (1)

(b) parents died (in road traffic accident) (1)

(c) (they) went to live / lived with (their) grandparents (1)

(d) (they are) good / decent people / (they turned out) well (1)

Question 5 [4]

Section 1

(a) Antonio está **contratado** con el Real Madrid. (1)

(b) Se entrena **siete** veces a la semana. (1)

Section 2

(c) Antonio necesita **calorías / comer mucho/ dieta especial / dieta personal** (1)

(d) Su consejo principal es **no fumar** (1)

Question 6**[5]**Section 1

(a) B (1)

(b) C (1)

Section 2

(c) A (1)

(d) A (1)

(e) B (1)

Question 7**[5]**Section1

How does the presenter describe the news item?	It touches the heart / Heart-warming	(1)
What part of the story is unusual?	The bride didn't know it was her wedding (day)	(1)

Section2

How did Sebastián García help Gustavo?	He (agreed to) marry Gustavo / the couple / to carry out the ceremony	(1)
How did Gustavo react?	He burst into tears / he cried	(1)
What was Walter's role?	He pretended it was his wedding / he was getting married / he was the 'false' groom	(1)

Question 8

[6]

Section 1

- (a) How does Henry describe the local public transport system? (1)

Totally disorganised /
A mess / shambles

- (b) What do we learn about bus drivers' pay in the town? (1)

(They are) paid according to the number of tickets they sell
[Ignore mention of 'They don't receive a salary']

- (c) What happens as a result? (1)

They drive too fast to get to the next (bus) stop before the others / other drivers /
They race to the next (bus) stop to get there first /
They drive badly in an attempt to maximise their income
[Must include reference to both elements]

Section 2

- (d) What event is announced for next Monday? (1)

Public transport strike / total halt to public transport / there will be no public transport
(as a protest)

- (e) How is this expected to affect people in the town? (1)

(They) won't be able to get to work / (They) will have difficulty getting to work

- (f) How does Henry's father feel about the situation? (1)

(It has) Annoyed (him for a long time) /
It bothers him / It has bothered him for a long time

Question 9**[6]**Section 1

What in Abel's past motivated him?	He (had) lived without (access to) (clean) water	(1)
What is the situation worldwide?	One in ten people have the same problem / have no (access to) (clean) water	(1)
What does Abel's invention do?	Traps / captures / collects dew / water (droplets) from fog / on nets	(1)

Section 2

According to the documentary, how do families benefit?	able to grow something to eat / food / can water (their) plants / crops	(1)
According to Abel, what has he helped people do? Write two details	change / improve (their) life change (their) way of thinking	(2)