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# **GCSE MARKING SCHEME**

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**SUMMER 2018**

**GCSE (NEW)  
SPANISH - UNIT 1  
FOUNDATION TIER  
3810U10-1**

## **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.

**WJEC GCSE SPANISH (NEW)**  
**SUMMER 2018 MARK SCHEME**  
**UNIT 1 - SPEAKING**  
**FOUNDATION TIER**

**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.

Particular attention should be paid to the following instructions regarding marking.

- Examiners must be positive in their approach. Look for opportunities to reward rather than penalise.
- Make sure that you are familiar with the role plays, the photo card questions and the conversation themes and bullet points.
- Make sure you are familiar with the assessment grids for the photo cards and conversation at Foundation Tier and the descriptors for each section of the grid (pages 15-17). See information below regarding advice on awarding marks using banded mark schemes.
- The specified length of the Speaking test for Foundation Tier is 7-9 minutes. You are not required to mark speaking evidence that exceeds these timings.

Centres are instructed to ensure that each candidate carries out the correctly allocated speaking set of tasks from a randomly generated list. Examiners will be provided with a copy of this list and are required to check that the correct set has been used. In cases where an incorrect set has been used, the examiner is requested to inform WJEC.

**Banded mark schemes (Speaking)**

Banded mark schemes are divided so that each band has relevant descriptors. The descriptors for the band provide a description of the performance level for that band.

**Stage 1 - Deciding on the band**

Beginning at the lowest band, examiners should look at the descriptors for that band and see if they match the qualities shown in the candidate's work for that section. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptors match the candidate's spoken evidence.

If a candidate's discussion/conversation 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 work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of their responses.

## Stage 2 - Deciding on the mark

Once the band has been decided, examiners can then assign a mark within the band. WJEC will provide standardising material already awarded a mark and this should be used as reference material when assessing the work.

When marking, examiners can use these examples to decide whether a candidate's work is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the standardising material as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

The following pages contain notes for examiners; mark schemes for the role play for Foundation Tier; and assessment grids for the photo card discussion and the conversation. In addition, examiners should ensure they are familiar with the grammar requirements in Appendix B of the specification.

When using the assessment grids for the photo card discussion, the skills of Communication and interaction, 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.

When using the assessment grids for Conversation, the skills of Communication and interaction, Pronunciation and intonation and Linguistic knowledge and accuracy are to be assessed holistically across both parts of the conversation. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another.

## MARK SCHEME

### Role Play (Foundation Tier)

(15 marks)

Each candidate will be required to complete a role play giving five responses.  
The role play will be assessed according to the following criteria:

#### Communication and interaction

Each response by the candidate will be given 3, 2, 1, or 0 marks on the following basis:

#### Foundation Tier

3	Message is conveyed. Vocabulary and grammatical structures are mostly correct. Pronunciation and intonation are mostly accurate, may have occasional lapses.
2	Message is conveyed, though there may be some ambiguity, or message is partially conveyed without ambiguity. Vocabulary and grammatical structures contain frequent errors. Pronunciation and intonation are more accurate than inaccurate.
1	Message is partially conveyed, but is ambiguous. Limited knowledge of vocabulary and grammatical structures demonstrated. Lapses in pronunciation and intonation may impede communication.
0	Inappropriate or no response. None of the required information is communicated.

## Guidance for examiners

### Role Play Task - Unseen question

The 'notes for examiners' on the following pages contain possible responses to the role plays for Foundation Tier and exemplify 'complete responses' that would gain maximum marks assuming that the candidate's pronunciation and intonation are mostly accurate.

Candidates are instructed on the front of the question paper to '**attempt** to provide complete responses in the role play task', and full sentences are not required; however, in order to achieve maximum marks for a response, knowledge of vocabulary and grammatical structures must be demonstrated and be mostly correct and pronunciation must also be accurate and clear. Where limited knowledge of vocabulary and grammatical structures is demonstrated and pronunciation is unclear one mark will be awarded.

Exemplification for application of the mark scheme for unseen question on the role play task:

### Foundation Tier

#### ¿Cuándo es tu cumpleaños?

Response	Comments	Mark
Es el catorce de mayo	Clear pronunciation with complete information	3 marks
catorce mayo	Pronunciation inaccurate	2 marks
mayo	Message partially conveyed no date is given.	1 mark
cumpleaños	Language solely from the prompt question inappropriate response.	0 marks

## ROLE PLAYS

### FOUNDATION TIER SET 1

#### NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS

##### IDENTITY AND CULTURE/LIFESTYLE

###### Self and relationships

**Setting:** You are chatting with your Spanish friend about friendship. Your teacher will play the part of your friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **¿Cómo es tu mejor amigo/a?**
- Describe your best friend.<sup>1</sup>
- **En tu opinión, ¿cómo es su carácter?**
- Say what his/her character is like.<sup>2</sup>
- **¿Qué te gusta hacer con tus amigos normalmente?**
- Answer the question.<sup>3</sup>
- **¿Qué hiciste la semana pasada con tus amigos?**
- Say what you did with your friends last week.<sup>4</sup>
- **Muy bien.**
- Ask your friend what is his/her best friend's name.<sup>5</sup>
- **Roberto.**

<sup>1</sup> Es + adjective describing a physical aspect, etc: accept any suitable response

<sup>2</sup> Es + adjective defining character. Accept any suitable response

<sup>3</sup> Me gusta + infinitive, or a verb in the present tense: vamos al cine, etc: accept any suitable response.

<sup>4</sup> Fui a.../Hice... + activity: accept any suitable response in the past.

<sup>5</sup> ¿Cómo se llama tu mejor amigo/a? Accept any suitable question

**Look for and reward any valid alternative**

**ROLE PLAY**  
**FOUNDATION TIER SET 2**

**NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR  
ROLE PLAYS**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**Career Plans**

**Setting:** You are skyping your Spanish friend and you start talking about your future plans. Your teacher will play the part of your friend. The teacher will speak first.

**Teacher examiner responses are given in bold.**

- **¿Qué vas a hacer en septiembre?**
- Say what you want to do in September.<sup>1</sup>
- **¿Qué trabajo quieres hacer en el futuro?**
- Say what job you want to do.<sup>2</sup>
- **¿Por qué?**
- Answer the question.<sup>3</sup>
- **¿Qué hiciste durante las últimas vacaciones?**
- Say what you did last school holidays.<sup>4</sup>
- **Muy bien.**
- Ask your friend what he/she wants to do in the future.<sup>5</sup>
- **Reply appropriately.**

<sup>1</sup> Voy a/quiero + infinitive, etc. Accept any suitable response.

<sup>2</sup> Quiero ser + job or profession. Accept any suitable response.

<sup>3</sup> Porque...me gusta/ es interesante. Accept any suitable reason, may not need a verb.

<sup>4</sup> Viajé en autobús. Fui a + place. Accept any suitable response in the past.

<sup>5</sup> ¿Qué quieres hacer/te gustaría hacer en el futuro? Accept any suitable question\*\*

**Look for and reward any valid alternative**



**ROLE PLAY**  
**FOUNDATION TIER SET 3**

**NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS**

**IDENTITY AND CULTURE**

**LIFESTYLE**

**Health and fitness**

**Setting:** Your Spanish friend has come to visit you and you are chatting about healthy eating. Your teacher will play the part of your friend. The teacher will speak first.

**The teacher examiner responses are given in bold.**

- **¿Comes sano?**
- Say what you eat to stay healthy.<sup>1</sup>
- **¿Qué opinas de la comida basura?**
- Say what you think of junk food.<sup>2</sup>
- **¿Qué comiste ayer?**
- Say what you ate yesterday.<sup>3</sup>
- **Muy bien.**
- Ask your friend what is his/her favourite food.<sup>4</sup>
- **Reply appropriately. ¿Qué deporte haces para mantenerte en forma?**
- Answer the question.<sup>5</sup>

<sup>1</sup> Como/me gusta comer + a suitable answer.

<sup>2</sup> Es mala/deliciosa/me gusta/es fácil/barata, etc. Accept any suitable comment.

<sup>3</sup> Comí + food: accept any suitable answer in the preterite.

<sup>4</sup> ¿Qué te gusta comer/cuál es tu comida favorita? Accept any suitable question. Accept any suitable response in the past

<sup>5</sup> Hago/practico el tenis/la natación/no hago nada etc. Accept any suitable activity.

**Look for and reward any valid alternative**

**ROLE PLAY**  
**FOUNDATION TIER SET 4**

**NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS**

**WALES AND THE WORLD**

**Local areas of interest**

**Setting:** As part of a school twinning project, you are taking part in a video conference with a school in Spain. You are talking to a Spanish pupil about your area. Your teacher will play the part of the Spanish pupil. The teacher will speak first.

**Teacher examiner responses are given in bold.**

- **¿Cómo es tu pueblo?**
- Describe your town/city.<sup>1</sup>
- **¿Qué se puede hacer allí?**
- Say what there is to do there.<sup>2</sup>
- **¿Qué tiempo hace allí en el verano?**
- Answer the question.<sup>3</sup>
- **¿Qué hiciste el fin de semana pasado?**
- Say what you did last weekend.<sup>4</sup>
- **Muy bien.**
- Ask your friend what he/she likes to do in his/her town.<sup>5</sup>
- **Reply appropriately.**

<sup>1</sup> Es + adjective/tiene + noun. Accept any suitable response.

<sup>2</sup> Se puede + infinitive; hay una piscina polideportivo, etc. Accept any suitable response.

<sup>3</sup> Hace buen tiempo, etc. Accept any suitable response.

<sup>4</sup> Fui a /hice, etc accept any suitable activity with the preterite tense.

<sup>5</sup> ¿Qué te gusta hacer en tu pueblo? Accept any suitable question.

**Look for and reward any valid alternative**

**ROLE PLAY**  
**FOUNDATION TIER SET 5**

**NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS**

**WALES AND THE WORLD**

**Holidays and tourism**

**Setting: Whilst on holiday in Malaga you go to the Tourist Office. Your teacher will play the part of the Tourist Office employee. The teacher will speak first.**

**Teacher examiner responses are given in bold.**

- **Buenas tardes, ¿qué desea?**
- Say you want a map of the town/city.<sup>1</sup>
- **Aquí tiene.**
- Ask what there is to do.<sup>2</sup>
- **Hay varios museos, un castillo, el teatro romano...**
- Say what you want to visit/see.<sup>3</sup>
- **Muy bien. ¿De dónde es usted?**
- Answer the question.<sup>4</sup>
- **¡Qué interesante! ¿Cuándo llegó usted aquí?**
- Say when you arrived in Malaga.<sup>5</sup>

<sup>1</sup> Quiero/deseo/quisiera un plano de la ciudad, etc. Accept any suitable response.

<sup>2</sup> ¿Qué hay que hacer/ver/se puede hacer en Málaga/la ciudad/el pueblo. Accept any suitable question.

<sup>3</sup> Quiero/me gustaría visitar/ver, etc. + suitable location. Accept any suitable response.

<sup>4</sup> Soy + nationality/ soy de + country. Accept any suitable response, may not require a verb.

<sup>5</sup> Llegué/llegamos/he llegado/hemos llegado + suitable time reference – requires a past tense.

**Look for and reward any valid alternative**

**ROLE PLAY**  
**FOUNDATION TIER SET 6**

**NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS**

**WALES AND THE WORLD**

**Environment**

**Setting: Your Spanish friend has telephoned you and you talk about the environment. Your teacher will play the part of your friend. The teacher will speak first.**

**Teacher examiner responses are given in bold.**

- **¿Qué te preocupa más del medioambiente?**
- Say what worries you most about the environment.<sup>1</sup>
- **¿Por qué?**
- Say why.<sup>2</sup>
- **A mí me preocupa la polución atmosférica.**
- Ask your friend what he/she does to help the environment.<sup>3</sup>
- **Yo reciclo el plástico y tú, ¿qué haces?**
- Answer the question.<sup>4</sup>
- **Muy bien. ¿Qué hiciste la semana pasada para ayudar al medioambiente?**
- Say what you did last week to help the environment.<sup>5</sup>

<sup>1</sup> Me preocupa/me preocupo por el agua/el aire/ el ruido, etc. Accept any suitable response.

<sup>2</sup> Porque es importante/necesitamos el agua/ es bueno para el planeta, etc.

<sup>3</sup> ¿Qué haces para ayudar al medioambiente? Accept any suitable question.

<sup>4</sup> Reciclo/ ando/ no tiro basura, etc. Accept any suitable response.

<sup>5</sup> Reciclé la basura/ anduve al instituto, etc. Accept any suitable response in the preterite.

**Look for and reward any valid alternative**

**ROLE PLAY**  
**FOUNDATION TIER SET 7**

**NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**Employment**

**Setting:** Whilst spending the summer in Spain, you go for a job interview. Your teacher will play the part of the employee. The teacher will speak first.

**Teacher examiner responses are given in bold**

- **¿Su nombre y su nacionalidad?**
- Give your full name and nationality.<sup>1</sup>
- **¿Qué trabajo le interesa?**
- Say what job you want to do.<sup>2</sup>
- **¿Qué experiencia tiene?**
- Say where you worked before.<sup>3</sup>
- **¿Para cuánto tiempo está en España?**
- Answer the question.<sup>4</sup>
- **Bien. Tenemos un trabajo a tiempo parcial.**
- Ask when you can start.<sup>5</sup>
- **Reply appropriately.**

<sup>1</sup> Me llamo/Soy + Soy + nationality or soy de + country. Accept any suitable response. Only reward the nationality section.

<sup>2</sup> Quiero/quisiera/me gustaría trabajar en... (un hotel/restaurant, etc). Accept any suitable response.

<sup>3</sup> Trabajé en + place/ Hice practicas de trabajo en + place, etc. Accept any suitable response.

<sup>4</sup> Un mes/ dos semanas/unos días. Accept any suitable response. Does not require a verb.

<sup>5</sup> ¿Cuándo empiezo/puedo empezar, etc. ? Accept any suitable question.

**Look for and reward any valid alternative**

**ROLE PLAY**  
**FOUNDATION TIER SET 8**

**NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**School/College life**

**Setting:** Your Spanish friend is doing a project on school life in other countries. You skype your friend to talk about your school. Your teacher will play the part of your friend. The teacher will speak first.

**Teacher examiner responses are in bold**

- **¿Cómo es tu instituto?**
- Describe your school.<sup>1</sup>
- **¿A qué hora empiezan las clases?**
- Say at what time school starts.<sup>2</sup>
- **Mis clases empiezan a las ocho.**
- Ask your friend where they eat at lunchtime.<sup>3</sup>
- **Normalmente como en la cantina. ¿Qué comes en la cantina?**
- Answer the question.<sup>4</sup>
- **¿Qué hiciste ayer después de las clases?**
- Say what you did yesterday after school.<sup>5</sup>
- **Muy bien.**

<sup>1</sup> Es + suitable adjective; tiene + noun. Accept any suitable answer.

<sup>2</sup> Empiezan a las + time. Accept any suitable response

<sup>3</sup> ¿ Dónde comes al mediodía/el almuerzo/en el recreo? Accept any suitable question.

<sup>4</sup> Como/Me gusta comer + food item. Accept any suitable answer.

<sup>5</sup> Fui a + place/Hice + activity, etc. Accept any suitable answer in the preterite or perfect tenses.

**Look for and reward any valid alternative**

**ROLE PLAY**  
**FOUNDATION TIER SET 9**

**NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS**

**IDENTITY AND CULTURE**

**Festivals and celebrations**

**Setting:** You are on a school exchange in Spain. You are talking to your Spanish friend about New Year's Eve. Your teacher will play the part of your friend. The teacher will speak first.

**Teacher examiner responses are given in bold.**

- **¿Cómo celebras el año nuevo?**
- Say what you do to celebrate the New Year.<sup>1</sup>
- **¿Con quién lo celebras?**
- Say who you celebrate it with.<sup>2</sup>
- **Y, ¿qué comes?**
- Answer the question.<sup>3</sup>
- **Para los españoles las fiestas son muy importantes.**
- Ask your friend what is his/her favourite celebration.<sup>4</sup>
- **Me gustan todas las fiestas. Y tú, ¿qué hiciste el año pasado?**
- Say what you did last year.<sup>5</sup>
- **Muy bien.**

<sup>1</sup> Voy/vamos a + place; lo celebro/celebramos en familia/en la casa, etc. Accept any suitable response

<sup>2</sup> Yo celebro/festejo con mi familia/mis abuelos/amigos, etc.

<sup>3</sup> Como/comemos + suitable item. Accept any suitable response.

<sup>4</sup> ¿Cuál es tu fiesta favorita/preferida? Accept any suitable question.

<sup>5</sup> Fui a + place/Hice + activity, etc. Accept any suitable response in the preterite or perfect tenses.

**Look for and reward any valid alternative**

## Photo Card Discussion

### Guidance for examiners

Teacher-examiners should aim to spend equal time on all four questions. However, some candidates will give uneven responses and some candidates may cover the unseen questions before these are asked. Teachers are allowed to prompt candidates to extend their answers where appropriate. Acceptable prompts in the assessed language include:

- asking why/ why not
- asking their opinion
- asking what they think
- asking them to say more
- asking them to develop their answer, give more details or explain their response

Students who do not understand the unseen questions asked by the teacher-examiner may use repair strategies to seek clarification and should not be penalised. Candidates who then proceed to respond to the question should be awarded marks based on their response given to the question.

If a candidate does not respond to all the questions in this task this should be reflected in the marks awarded (see marking grids).



# Assessment Grid for Unit 1: Speaking Photo Card Discussion FOUNDATION TIER

(15 marks)

Band	Marks	Communication and interaction *	Marks	Linguistic knowledge and accuracy
5	9-10	<ul style="list-style-type: none"> <li>Conveys relevant information with occasional extended responses to the photo and all questions.</li> <li>Frequently gives points of view and opinions with justification.</li> </ul>	5	<ul style="list-style-type: none"> <li>Generally good language with a mainly simple range of vocabulary and grammatical structures. Some attempts made at more complex structures.</li> <li>Generally good level of accuracy when using simple structures. There may be errors but they do not generally prevent communication. Some success in making reference to past, present and future events.</li> </ul>
4	7-8	<ul style="list-style-type: none"> <li>Conveys relevant information in response to the photo and all or nearly all questions.</li> <li>Able to express points of view and opinions with some attempts at justification.</li> </ul>	4	<ul style="list-style-type: none"> <li>Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures.</li> <li>Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>Gives simple responses to the photo and most questions.</li> <li>Conveys some opinions with simple justification.</li> </ul>	3	<ul style="list-style-type: none"> <li>Basic language using simple vocabulary and grammatical structures.</li> <li>Some accuracy demonstrated when using simple structures. There may be errors which sometimes prevent communication. Little success in references to past or future events.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>Gives short simple responses to the photo and some of the questions.</li> <li>Occasional attempts to convey simple opinions.</li> </ul>	2	<ul style="list-style-type: none"> <li>Limited language with a very simple range of vocabulary and grammatical structures.</li> <li>Frequent errors likely. Very little or no success in making references to past or future events.</li> </ul>
1	1-2	<ul style="list-style-type: none"> <li>Some attempts to respond to the photo and questions with very short responses.</li> <li>Few or no opinions given.</li> </ul>	1	<ul style="list-style-type: none"> <li>Very poor language with a very limited range of vocabulary and grammatical structures.</li> <li>Occasional accuracy demonstrated.</li> </ul>
0	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>

When awarding marks, Communication and interaction and Linguistic knowledge and accuracy will be assessed separately.

**NB \* Candidates who use rephrasing or repair strategies successfully without impeding communication may access the higher bands.**

## Conversation Task

### Guidance for examiners

Teacher-examiners must remember that the candidate needs to cover both bullet points equally to access the full range of marks for the conversation. Candidates will not be penalised if they include content which could be linked to another bullet point as long as it is relevant and the requirements of the task are still met.

When awarding marks for the Conversation, Communication and interaction, Pronunciation and intonation and Linguistic knowledge and accuracy will be assessed separately. However if a candidate is awarded 0 for communication they will not be able to gain any marks for the other categories.

If a candidate is unable to start either part 1 or part 2 of the conversation as indicated on the candidate and teacher instructions then the teacher/examiner may prompt the candidate with a question taken from the **Suggested support questions for conversation task** or another appropriate question. This will be reflected in the awarding of marks for communication and interaction. In part 2 the teacher/examiner will start by asking the candidate a question based on the bullet point selected by the candidate. The question may be taken from the support questions.

Candidates who use rephrasing or repair strategies successfully without impeding communication may access the higher bands.

## Assessment Grid for Unit 1: Speaking Conversation FOUNDATION TIER

(30 marks in total)

Band	Marks	Communication and interaction *	Marks	Pronunciation and intonation	Marks	Linguistic knowledge and accuracy
5	13-15	<ul style="list-style-type: none"> <li>Can initiate the conversation but needs support to extend responses. Conveys mainly relevant and clear information.</li> <li>Occasional extended responses to questions. Occasionally narrates events briefly when asked to do so.</li> <li>Able to express thoughts, points of view and exchange opinions with some justification.</li> <li>Generally good interaction with some spontaneity. Sometimes hesitates and may not be able to respond to some questions.</li> </ul>	5	<ul style="list-style-type: none"> <li>Generally good pronunciation and intonation but with some inconsistency.</li> </ul>	9-10	<ul style="list-style-type: none"> <li>Generally good language with a mainly simple range of vocabulary and grammatical structures. Some attempts made at more complex structures.</li> <li>Generally good level of accuracy when using simple structures. There may be errors but they do not generally prevent communication. Some success in references to past, present and future events.</li> </ul>
4	10-12	<ul style="list-style-type: none"> <li>Attempts to initiate the conversation. Needs support to both structure and extend the conversation Conveys some relevant information in response to questions. Responses may be occasionally unclear.</li> <li>Occasionally attempts longer responses to questions. Has limited success in narrating events.</li> <li>Able to express thoughts, some points of view and exchange some opinions with simple justification.</li> <li>Reasonable interaction with a little spontaneity. The conversation often has hesitations, and delivery can be quite slow at times</li> </ul>	4	<ul style="list-style-type: none"> <li>Pronunciation and intonation is more accurate than inaccurate.</li> </ul>	7-8	<ul style="list-style-type: none"> <li>Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures.</li> <li>Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.</li> </ul>
3	7-9	<ul style="list-style-type: none"> <li>May need support to initiate and structure the discussion and gives short responses to most questions Some responses may be difficult to understand or may be unclear.</li> <li>Attempts made at longer responses or at narrating events but with very limited success.</li> <li>Conveys simple thoughts and exchanges simple opinions with very simple justification.</li> <li>Basic interaction with little or no spontaneity. The conversation has hesitations, which can be long, and delivery is quite slow.</li> </ul>	3	<ul style="list-style-type: none"> <li>Pronunciation is mostly understandable with some correct intonation.</li> </ul>	5-6	<ul style="list-style-type: none"> <li>Basic language using simple vocabulary and grammatical structures.</li> <li>Some accuracy demonstrated when using simple structures. There may be errors which sometimes prevent communication. Little success in references to past or future events.</li> </ul>
2	4-6	<ul style="list-style-type: none"> <li>Gives very short responses. Many responses are unclear.</li> <li>Some attempts made at slightly longer responses or at narrating events but without success.</li> <li>Conveys simple thoughts and opinions</li> <li>Limited interaction with no spontaneity. The conversation has frequent hesitations which are often long. Delivery is slow.</li> </ul>	2	<ul style="list-style-type: none"> <li>Attempts to pronounce words accurately.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>Limited language with a very simple range of vocabulary and grammatical structures.</li> <li>Frequent errors likely. Very little or no success in making references to past or future events.</li> </ul>
1	1-3	<ul style="list-style-type: none"> <li>Very little information conveyed. Most responses are very unclear.</li> <li>Unable to attempt slightly longer responses or narrate events.</li> <li>Unable to give an opinion.</li> <li>Poor interaction. Long hesitations before answering most questions. Very disjointed conversation.</li> </ul>	1	<ul style="list-style-type: none"> <li>Pronunciation is occasionally understandable.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>Very poor language with a very limited range of vocabulary and grammatical structures.</li> <li>Occasional accuracy demonstrated.</li> </ul>
0	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>

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