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# **GCSE MARKING SCHEME**

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**SUMMER 2019**

**GCSE  
SPANISH - UNIT 1  
FOUNDATION TIER  
3810U10-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2019 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 2019 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 PLAY

### FOUNDATION SET 1

**NOTES FOR EXAMINERS – to be used in conjunction with mark scheme for role plays**

#### **CURRENT AND FUTURE STUDY AND EMPLOYMENT**

##### **Current Study**

**Setting:** You are chatting with your Spanish friend about your school life. Your teacher will play the part of your friend.

**The teacher will speak first.**

- ¿Cómo es tu instituto?
- **Describe your school.<sup>1</sup>**
- ¿Qué asignaturas estudias este año?
- **Say what subjects you study.<sup>2</sup>**
- ¿A qué hora empiezan las clases?
- **Answer the question.<sup>3</sup>**
- ¿Qué deberes hiciste anoche?
- **Say what homework you did last night.<sup>4</sup>**
- Muy bien.
- **Ask your friend what are his/her teachers like.<sup>5</sup>**
- Muy estrictos.

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

<sup>2</sup> Estudio las ciencias y el inglés. Accept any suitable answer.

<sup>3</sup> Empiezan a las ocho y media, etc. Accept any suitable answer.

<sup>4</sup> Hice deberes de matemáticas, etc. Accept any suitable answer in the past.

<sup>5</sup> ¿Cómo son tus profesores/maestros? Accept any suitable question.

**Look for and reward any valid alternative**

## ROLE PLAY

### FOUNDATION SET 2

**NOTES FOR EXAMINERS – to be used in conjunction with mark scheme for role plays**

#### WALES AND THE WORLD

##### Home and Locality

**Setting: Your Spanish friend is in Wales. He/She is trying to arrange a trip. Your teacher will play the part of your friend.**

**The teacher will speak first.**

- ¿Me ayudas a organizar mi viaje?
- **Ask your friend where he/she wants to go.<sup>1</sup>**
- Quiero ir a Cardiff.
- **Say how he/she can go to Cardiff.<sup>2</sup>**
- ¿A qué distancia está Cardiff?
- **Answer the question.<sup>3</sup>**
- ¿Cuál es tu modo de transporte favorito?
- **Say what your favourite method of transport is.<sup>4</sup>**
- ¿Qué otros sitios de interés has visitado tú en Gales?
- **Say where you went in Wales last year.<sup>5</sup>**
- Vale.

<sup>1</sup> ¿Adónde/Dónde quieres ir? Accept any suitable question.

<sup>2</sup> Puedes ir en tren/en autobús, etc. Accept any suitable statement.

<sup>3</sup> Está cerca/lejos/a 10 kilómetros, etc. Accept any suitable answer.

<sup>4</sup> Prefiero (viajar en) el coche/el tren, etc. Accept any suitable response.

<sup>5</sup> Fui a/Visité + place, etc. Accept any suitable answer in the past.

**Look for and reward any valid alternative**

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

**NOTES FOR EXAMINERS – to be used in conjunction with mark scheme for role plays**

**IDENTITY AND CULTURE**

**Youth Culture**

**Setting: Your Spanish friend has come to visit you and you are talking about the uses of technology. Your teacher will play the part of your friend.**

**The teacher will speak first.**

- ¿Usas tu teléfono móvil con frecuencia?
- **Say how often you use your mobile phone.<sup>1</sup>**
- ¿Para qué lo usas?
- **Answer the question.<sup>2</sup>**
- ¿Qué piensas de la tecnología moderna?
- **Give your opinion on technology.<sup>3</sup>**
- De acuerdo.
- **Ask your friend what he/she does with his/her computer.<sup>4</sup>**
- Los deberes. ¿Usaste tu ordenador anoche?
- **Say what you used your computer for last night.<sup>5</sup>**

<sup>1</sup> Uso mi móvil/teléfono/Lo uso cada día/noche, todo el tiempo, etc. Accept any suitable answer.

<sup>2</sup> (Lo uso) para llamar a mis amigos, chatear, enviar textos, etc. Accept any suitable comment.

<sup>3</sup> Es útil/divertida/importante, etc. Accept any suitable opinion.

<sup>4</sup> ¿Qué haces con tu ordenador? Accept any suitable question.

<sup>5</sup> Hice los deberes/ Jugué con videojuegos, etc. Accept any suitable activity.

**Look for and reward any valid alternative**

## ROLE PLAY

### FOUNDATION SET 4

**NOTES FOR EXAMINERS – to be used in conjunction with mark scheme for role plays**

#### CURRENT AND FUTURE STUDY AND EMPLOYMENT

##### Enterprise, Employability and Future Plans

**Setting: You are on a school trip in Spain. You are talking to your Spanish friend about skills and personal qualities. Your teacher will play the part of your friend.**

**The teacher will speak first.**

- ¿Qué tipo de estudiante eres?
- **Say what type of student you are.<sup>1</sup>**
- ¿Qué idiomas hablas?
- **Answer the question.<sup>2</sup>**
- ¿Eres bueno en informática?
- **Say what IT skills you have.<sup>3</sup>**
- ¿Has aprendido algo nuevo recientemente?
- **Mention something you have learned to do recently.<sup>4</sup>**
- Muy bien.
- **Ask your friend what is his/her best quality.<sup>5</sup>**
- Reply appropriately.

<sup>1</sup> Soy trabajador/a, perezoso/a, etc. Accept any suitable answer.

<sup>2</sup> Hablo + language, etc. Accept any suitable answer.

<sup>3</sup> Uso un/el ordenador/ una tableta, Escribo textos, etc. Accept any suitable answer.

<sup>4</sup> Aprendí a nadar/ a usar una tableta, etc. Accept any suitable activity with the preterite tense.

<sup>5</sup> ¿Cuál es tu mejor cualidad? Accept any suitable question.

**Look for and reward any valid alternative**

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

**NOTES FOR EXAMINERS – to be used in conjunction with mark scheme for role plays**

**WALES AND THE WORLD**

**The Wider World**

**Setting: You are talking to your Spanish friend about a recent trip to Spain. Your teacher will play the part of your friend.**

**The teacher will speak first.**

- ¿Qué te gusta más de España?
- **Say what you like most about Spain<sup>1</sup>**
- ¿Qué piensas del clima en España?
- **Answer the question<sup>2</sup>**
- Muy bien. ¿Qué regalos compraste allí?
- **Say what present(s) you bought in Spain.<sup>3</sup>**
- Vale. ¿Qué otra parte de España te gustaría visitar?
- **Say what other part of Spain you want to visit.<sup>4</sup>**
- Estupendo.
- **Ask your friend if he/she wants to visit your country.<sup>5</sup>**
- Reply appropriately.

<sup>1</sup> Me gusta (más) la playa/la comida/ las fiestas, etc. Accept any suitable answer.

<sup>2</sup> Me gusta el clima español/que hace en España, Creo que/pienso que hace mucho calor etc. Accept any suitable response.

<sup>3</sup> Compré una camiseta/ no compré nada etc. Accept any suitable answer in the preterite.

<sup>4</sup> Me gustaría visitar Andalucía/Mallorca, el norte/la capital, etc. Accept any suitable answer in the conditional.

<sup>5</sup> ¿Quieres/Te gustaría visitar mi país/Gales/el País de Gales, etc. Accept any suitable question.

**Look for and reward any valid alternative**

## ROLE PLAY

### FOUNDATION SET 6

**NOTES FOR EXAMINERS – to be used in conjunction with mark scheme for role plays**

#### IDENTITY AND CULTURE

##### Lifestyle

**Setting: You are chatting with your Spanish friend about what you do in your spare time. Your teacher will play the part of your friend.**

**The teacher will speak first.**

- ¿Qué haces en casa cuando tienes tiempo libre?
- **Say what you do at home in your spare time.<sup>1</sup>**
- Y, ¿qué deporte practicas?
- **Answer the question.<sup>2</sup>**
- Muy bien. ¿Qué te gusta hacer con tus amigos?
- **Say what you like to do with your friends.<sup>3</sup>**
- ¿Qué hiciste el fin de semana pasado?
- **Say what you did last weekend.<sup>4</sup>**
- Yo fui al cine.
- **Ask your friend what type of films he/she likes.<sup>5</sup>**
- Las comedias.

<sup>1</sup> Veo la tele/Juego videojuegos/Leo, etc. Accept any suitable answer.

<sup>2</sup> Practico el/la + sport. No practico nada/ningún deporte/No me gusta el deporte, etc. Accept any suitable answer.

<sup>3</sup> Me gusta ir al cine/de compras, etc. Accept any suitable question.

<sup>4</sup> Fui a / Hice/ + activity, etc. Accept any suitable answer in the preterite.

<sup>5</sup> ¿Qué tipo de películas te gusta/prefieres, etc. Accept any suitable question.

**Look for and reward any valid alternative**

## ROLE PLAY

### FOUNDATION SET 7

**NOTES FOR EXAMINERS – to be used in conjunction with mark scheme for role plays**

#### **CURRENT AND FUTURE STUDY AND EMPLOYMENT**

##### **Enterprise, Employability and Future Plans**

**Setting: You are Skyping your Spanish friend and talking about your future studies. Your teacher will play the part of your friend.**

**The teacher will speak first.**

- ¿Qué piensas estudiar en septiembre?
- **Say what you want to study in September.<sup>1</sup>**
- ¿Dónde vas a estudiar?
- **Say where you are going to study.<sup>2</sup>**
- ¿Qué asignaturas escogiste este año?
- **Say what subjects you chose to study this year.<sup>3</sup>**
- ¿Qué opinas de los exámenes?
- **Answer the question.<sup>4</sup>**
- Bien.
- **Ask your friend if he/she likes to study.<sup>5</sup>**
- No mucho.

<sup>1</sup> Voy a/Quiero estudiar + subjects. Accept any suitable answer.

<sup>2</sup> Voy a estudiar en el instituto, etc. Accept any suitable answer.

<sup>3</sup> Escogí/Decidí estudiar + subject(s), etc. Accept any suitable answer in the past.

<sup>4</sup> No me gustan/Son horribles, etc. Accept any suitable response.

<sup>5</sup> ¿Te gusta estudiar? Accept any suitable question.

**Look for and reward any valid alternative**

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

**NOTES FOR EXAMINERS – to be used in conjunction with mark scheme for role plays**

**WALES AND THE WORLD**

**Global Sustainability**

**Setting: You are talking to your Spanish friend's teacher about the environment. Your teacher will play the part of your friend's teacher.**

**The teacher will speak first.**

- ¿Qué problemas del medio ambiente hay en tu pueblo?
- **Mention an environmental problem in your town. <sup>1</sup>**
- ¿Qué opinas del reciclaje?
- **Give your opinion on recycling.<sup>2</sup>**
- Estoy de acuerdo.
- **Ask your friend's teacher what items he/she recycles.<sup>3</sup>**
- Papel, botellas, la basura en general. ¿Con qué frecuencia reciclas tú?
- **Answer the question.<sup>4</sup>**
- ¿Qué hiciste ayer para ayudar al medio ambiente?
- **Say what you did yesterday to help the environment.<sup>5</sup>**
- Muy bien

<sup>1</sup> Hay contaminación/ mucho tráfico/coches, etc. Accept any suitable answer.

<sup>2</sup> Es + opinion. Accept any suitable response

<sup>3</sup> ¿Qué cosas reciclas? ¿Qué recicla (usted)? Accept any suitable question.

<sup>4</sup> Reciclo una vez por semana/ todos los días/Nunca reciclo/no reciclo etc. Accept any suitable answer.

<sup>5</sup> Reciclé papel/ Recogí la basura, etc. Accept any suitable answer in the preterite or perfect tenses.

**Look for and reward any valid alternative**

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

**NOTES FOR EXAMINERS – to be used in conjunction with mark scheme for role plays**

**IDENTITY AND CULTURE**

**Customs and Traditions**

**Setting:** You are on a school exchange in Spain. You are talking to your Spanish friend about traditions. Your teacher will play the part of your friend.

**The teacher will speak first.**

- ¿Qué tradiciones hay en tu familia?
- **Mention a family tradition.<sup>1</sup>**
- ¿Te gustan las tradiciones?
- **Give your opinion on traditions.<sup>2</sup>**
- ¿Cómo celebras tu cumpleaños?
- **Answer the question.<sup>3</sup>**
- Las tradiciones son muy importantes para nosotros.
- **Ask your friend what is his/her favourite tradition.<sup>4</sup>**
- Comer en casa de la abuela. Y tú, ¿cómo celebraste tu último cumpleaños?
- **Say what you did last year for your birthday.<sup>5</sup>**

<sup>1</sup> Celebramos la navidad/el cumpleaños/Comemos juntos/No tenemos tradiciones, etc. Accept any suitable answer.

<sup>2</sup> Me gustan mucho/No me gustan/Son importantes, etc. Accept any suitable answer.

<sup>3</sup> Voy al restaurante/Salgo con mis amigos, etc. Accept any suitable answer.

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

<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**

## **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.</li> </ul>	0	<ul style="list-style-type: none"> <li>Response not worthy of credit.</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.</li> </ul>	0	<ul style="list-style-type: none"> <li>Response not worthy of credit.</li> </ul>	0	<ul style="list-style-type: none"> <li>Response not worthy of credit.</li> </ul>

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