



GCSE MARKING SCHEME

SPANISH

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 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.

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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 – SUMMER 2014

MARK SCHEME

FOUNDATION TIER

Q.1 Your Spanish friend is talking about what she takes to school. **Tick (✓) the three (3) correct boxes.**

Mi mochila pesa mucho porque traigo varias cosas al instituto. Por ejemplo: libros, cuadernos, bolígrafos, lápices y por supuesto mi ropa para hacer deporte.

| | |
|----------------|---|
| a diary | |
| exercise books | X |
| pencils | X |
| rubber | |
| PE kit | X |
| food | |

(3)

Q.2 What's for lunch in the canteen? **Write two (2) things:**

No me gusta mucho comer en el instituto porque no hay una gran variedad de platos. Todos los días es lo mismo, carne, verduras y ensalada.

.....**salads / meat / vegetables / veggies / red meat**.....(2)

Q.3 At the grocer's.

(a) What does he buy? **Tick (✓) the two (2) correct boxes.**

- ¿Qué desea?
- Deme un paquete de queso y dos barras de pan.
- Aquí tiene.

| | | | | | |
|------------|--------|------|----------|-------|-------|
| Pork chops | Cheese | Milk | Sausages | Water | Bread |
| | X | | | | X |

(2)

(b) How much does he pay? **Tick (✓) the correct box.**

- ¿Algo más?
- Nada más, ¿cuánto es?
- Son €2.50.

| | | |
|-------|-------|-------|
| €2.50 | €3.50 | €4.50 |
| X | | |

(1)

(c) What does she buy? **Tick (✓) the two (2) correct boxes.**

- Sí, dígame.
- Póngame medio kilo de salchichas y cuatro chuletas de cerdo, por favor.
- ¿Algo más?
- Nada más. ¿Cuánto es?
- Son €6.70.

| | | | | | |
|------------|--------|------|----------|-------|-------|
| Pork chops | Cheese | Milk | Sausages | Water | Bread |
| X | | | X | | |

(2)

(d) How much does she pay? **Tick (✓) the correct box.**

| | | |
|-------|-------|-------|
| €4.70 | €6.70 | €8.70 |
| | X | |

(1)

Q.4 Listen to your new Spanish friend and complete his profile **in English**.

¡Hola! Soy Esteban tu nuevo amigo. Vivo en Torremolinos. Tengo 14 años y mi cumpleaños es el 17 de marzo. Tengo los ojos verdes y el pelo rubio.

| | |
|------------------------|-----------------------------|
| Name: | Esteban |
| Age: | 14 |
| City: | Torremolinos |
| Date of Birth: | 17 / seventeen – 03 / March |
| Colour of eyes: | green |
| Colour of Hair: | blond |

Q.5 Esteban talks about his home. **Put a tick (✓) in the correct box and answer the question that follows in English.**

Vivimos en un edificio cerca de la costa. Nuestro piso está en la quinta planta. Es bastante grande. Tiene tres dormitorios y un balcón con vista al mar. Yo tengo mi propio dormitorio pero mis hermanas tienen que compartir la habitación.

(a) **His flat is on the**

| | |
|-----------------------|--------------------------|
| 3 rd floor | <input type="checkbox"/> |
| 4 th floor | <input type="checkbox"/> |
| 5 th floor | X |
| 6 th floor | <input type="checkbox"/> |

(1)

(b) **What do his sisters have to do?**

They have to.....**to share a room/sleep in the same room**.....

(1)

Q.6 Listen to Esteban and **answer the questions that follow in English.**

Tenemos un perro que se llama Roco. Todos los días lo saco a correr en la playa. Le encanta nadar. El problema es que a veces es agresivo.

- Who is Roco?.....**a dog**..... (1)
What does he like doing?.....**swimming (in the sea)**..... (1)
What is the problem with him?.....**(can be) aggressive**..... (1)

Q.7 Your Spanish friend talks about some of her likes and dislikes. **Complete the sentences that follow in English. There are 2 sections.**

SECTION 1

Mis padres me dan dinero cada semana sólo si ayudo en casa. No me importa cocinar, porque me gusta comer bien, pero detesto tener que fregar los platos.

At home she doesn't mind...**cooking/making a meal/preparing food**
but hates.....**washing up/doing the dishes**..... (2)

SECTION 2

En general, no voy de compras porque no tengo mucho dinero pero me encanta recibir regalos, sobre todo en Navidad.

She loves.....**getting/receiving presents**.....for.....**Christmas/Xmas**..... (2)

Q.8 Beatriz is talking about her family. **Put a tick (✓) in the three (3) correct boxes.**

Somos cinco en mi familia. Mis padres, mis dos hermanas y yo. Ana es la menor. Me llevo muy bien con ella. En cambio, María, que es la mayor, no me cae bien porque es muy tonta. Mis abuelos viven en otro pueblo así que los veo poco.

| | |
|---|---|
| Both sisters are younger than her. | |
| She gets on well with Ana . | X |
| María is older than Ana. | X |
| She likes María very much. | |
| Her grandparents live in the same town. | |
| She doesn't see her grandparents much. | X |

(3)

Q.9 Mr Gómez has a problem with his laundry on holiday.

- Recepción. Dígame.
- Soy el Sr. Gómez de la habitación 549. Ayer mandé a lavar ropa.
- Sí, señor, hemos llevado la ropa limpia a su habitación.
- Sí, sí, es verdad, pero faltan algunas cosas.
- ¿Qué cosas faltan?
- Dos pares de calcetines negros, un vestido floreado de mi mujer y una camisa blanca de manga corta.

(a) **Write the correct room number.**

Room number:**549**.....

(1)

(b) **What items are missing? Tick (✓) the three (3) correct boxes.**

| Picture of pair of shorts | Picture of long sleeve shirt | Picture of socks | Picture of man's trousers | Picture of dress | Picture of short sleeve shirt |
|---------------------------|------------------------------|------------------|---------------------------|------------------|-------------------------------|
| | | X | | X | X |

(3)

Q. 10 Your Spanish friend talks about her school. **There are two sections.**

SECTION 1

El instituto al que voy está en las afueras de la ciudad. Es enorme. Tiene novecientos alumnos y unos treinta profesores. Me gusta mucho porque es mixto. Tenemos mucho trabajo que hacer y es obligatorio aprender una lengua extranjera. A mi no me importa porque se me dan bien los idiomas, pero mi mejor amiga, que se llama Laura prefiere las ciencias y los animales. Creo que le gustaría ser veterinaria en el futuro.

(a) **Complete the following statements in English.**

- The school is situated...**on the outskirts/in the suburbs/outside town/out of town/on the edge of town.** (1)
There are**900**.....students. (1)
She likes it because it is ...**a mixed school/co-ed/boy and girl/masculine and feminine/mixed gender** (1)
Everyone has to learn...**a foreign/extra/second/additional language or languages**..... (1)
Her friend would like to be.....**a vet(erinarian)/animal doctor** (1)

SECTION 2

She talks about school sport. **Answer the questions that follow in English.**

Este año ha sido excelente para el instituto porque nuestro equipo de atletismo ganó la copa regional. También somos los mejores en gimnasia y baloncesto. Lo malo es que yo no soy buena en deportes y por eso prefiero actividades menos físicas y más culturales como cantar en el coro de la escuela.

- (b) Which team does she mention?.....**athletics**.(some spelling variations judged on individual basis)..... (1)
(c) What did the team do this year?.....**they won or came first in (1) the (regional) cup or trophy (1)** (2)
(d) What non sporting activity does she like to do?...**sing /singing(in the choir)/choir** (1)

GCSE SPANISH

UNIT 1: LISTENING – SUMMER 2014

TAPESCRIPT

FOUNDATION TIER

- Q.1** Mi mochila pesa mucho porque traigo varias cosas al instituto. Por ejemplo: libros, cuadernos, bolígrafos, lápices y por supuesto mi ropa para hacer deporte.
- Q.2** No me gusta mucho comer en el instituto porque no hay una gran variedad de platos. Todos los días es lo mismo, carne, verduras y ensalada.
- Q.3**
- (a)
 - ¿Qué desea?
 - Deme un paquete de queso y dos barras de pan.
 - Aquí tiene.

 - (b)
 - ¿Algo más?
 - Nada más, ¿cuánto es?
 - Son €2.50.

 - (c)&(d)
 - Sí, dígame.
 - Póngame medio kilo de salchichas y cuatro chuletas de cerdo, por favor.
 - ¿Algo más?
 - Nada más. ¿Cuánto es?
 - Son €6.70.
- Q.4** ¡Hola! Soy Esteban tu nuevo amigo. Vivo en Torremolinos. Tengo 14 años y mi cumpleaños es el 17 de marzo. Tengo los ojos verdes y el pelo rubio.
- Q.5** Vivimos en un edificio cerca de la costa. Nuestro piso está en la quinta planta. Es bastante grande. Tiene tres dormitorios y un balcón con vista al mar. Yo tengo mi propio dormitorio pero mis hermanas tienen que compartir la habitación.
- Q.6** Tenemos un perro que se llama Roco. Todos los días lo saco a correr en la playa. Le encanta nadar. El problema es que a veces es agresivo.

Q.7 SECTION 1

Mis padres me dan dinero cada semana sólo si ayudo en casa. No me importa cocinar, porque me gusta comer bien, pero detesto tener que fregar los platos.

SECTION 2

En general, no voy de compras porque no tengo mucho dinero pero me encanta recibir regalos, sobre todo en Navidad.

Q.8 Somos cinco en mi familia. Mis padres, mis dos hermanas y yo. Ana es la menor. Me llevo muy bien con ella. En cambio, María, que es la mayor, no me cae bien porque es muy tonta. Mis abuelos viven en otro pueblo así que los veo poco.

- Q.9**
- Recepción. Dígame.
 - Soy el Sr. Gómez de la habitación 549. Ayer mandé a lavar ropa.
 - Sí, señor, hemos llevado la ropa limpia a su habitación.
 - Sí, sí, es verdad, pero faltan algunas cosas.
 - ¿Qué cosas faltan?
 - Dos pares de calcetines negros, un vestido floreado de mi mujer y una camisa blanca de manga corta.

Q.10 SECTION 1

El instituto al que voy está en las afueras de la ciudad. Es enorme. Tiene novecientos alumnos y unos treinta profesores. Me gusta mucho porque es mixto. Tenemos mucho trabajo que hacer y es obligatorio aprender una lengua extranjera. A mi no me importa porque se me dan bien los idiomas, pero mi mejor amiga, que se llama Laura prefiere las ciencias y los animales. Creo que le gustaría ser veterinaria en el futuro.

SECTION 2

Este año ha sido excelente para el instituto porque nuestro equipo de atletismo ganó la copa regional. También somos los mejores en gimnasia y baloncesto. Lo malo es que yo no soy buena en deportes y por eso prefiero actividades menos físicas y más culturales como cantar en el coro de la escuela.

MARK SCHEME - LISTENING

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GCSE SPANISH

UNIT 1: LISTENING – SUMMER 2014

MARK SCHEME

HIGHER TIER

Q.1 Beatriz is talking about her family. **Put a tick (✓) in the three (3) correct boxes.**

Somos cinco en mi familia. Mis padres, mis dos hermanas y yo. Ana es la menor. Me llevo muy bien con ella. En cambio, María, que es la mayor, no me cae bien porque es muy tonta. Mis abuelos viven en otro pueblo así que los veo poco.

| | |
|---|---|
| Both sisters are younger than her. | |
| She gets on well with Ana. | X |
| María is older than Ana. | X |
| She likes María very much. | |
| Her grandparents live in the same town. | |
| She doesn't see her grandparents much. | X |

(3)

Q.2 Mr. Gómez has a problem with his laundry on holiday.

- Recepción. Dígame.
- Soy el Sr. Gómez de la habitación 549. Ayer mandé a lavar ropa.
- Sí, señor, hemos llevado la ropa limpia a su habitación.
- Sí, sí, es verdad, pero faltan algunas cosas.
- ¿Qué cosas faltan?
- Dos pares de calcetines negros, un vestido floreado de mi mujer y una camisa blanca de manga corta.

(a) **Write the correct room number.**

Room number:**549**.....

(1)

(b) **What items are missing? Tick (✓) the three (3) correct boxes**

| | | | | | |
|---------------------------|------------------------------|------------------|---------------------------|------------------|-------------------------------|
| Picture of pair of shorts | Picture of long sleeve shirt | Picture of socks | Picture of man's trousers | Picture of dress | Picture of short sleeve shirt |
| | | X | | X | X |

(3)

Q.3 Your Spanish friend talks about her school. **There are two sections.**

SECTION 1

El instituto al que voy está en las afueras de la ciudad. Es enorme. Tiene novecientos alumnos y unos treinta profesores. Me gusta mucho porque es mixto. Tenemos mucho trabajo que hacer y es obligatorio aprender una lengua extranjera. A mi no me importa porque se me dan muy bien los idiomas, pero mi mejor amiga, que se llama Laura prefiere las ciencias y los animales. Creo que le gustaría ser veterinaria en el futuro.

(a) **Complete the following statements in English.**

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There are**900**.....students. (1)
She likes it because it is ...**a mixed school/co-ed/boy and girl/masculine and feminine/mixed gender** (1)
Everyone has to learn...**a foreign/extra/second/additional language or languages**..... (1)
Her friend would like to be.....**a vet(erinarian)/animal doctor** (1)

SECTION 2

She talks about school sport. **Answer the questions that follow in English.**

Este año ha sido excelente para el instituto porque nuestro equipo de atletismo ganó la copa regional. También somos los mejores en gimnasia y baloncesto. Lo malo es que yo no soy buena en deportes y por eso prefiero actividades menos físicas y más culturales como cantar en el coro de la escuela.

- (b) Which team does she mention?.....**athletics**..... (1)
(c) What did the team do this year?.....**they won or came first in (1) the (regional) cup or trophy (1)** (2)
(d) What non sporting activity does she like to do?...**sing/singing (in the choir)/choir** (1)

- Q.4** You are in a Department Store in Spain with a friend who doesn't speak Spanish.
Answer your friend's questions in English. There are two sections.

SECTION 1

Estimados Clientes. Bienvenidos a El Corte Inglés. Nuestras Grandes Rebajas de primavera darán comienzo en pocos minutos. Vayan al departamento de muebles donde podrán encontrar nuestras mejores ofertas.

- (a) What time of the year is the sale taking place?

.....**Spring**..... (1)

- (b) Where are the best reductions?

.....**Furniture (department) / home furnishings**..... (1)

SECTION 2

Además, en la sección de Moda para Caballeros, tenemos una gran variedad de trajes de marca a precios extraordinarios. El aparcamiento es gratuito para aquellos clientes con al menos una compra. Gracias por su atención.

- (c) Which specific department is mentioned?

.....**Gentlemen / men's fashion/department (1) / fashion (1)**..... (1)

- (d) What would you be entitled to if you bought something?

.....**free parking**..... (1)

Q.5 A girl is on a school trip. Answer the questions that follow in English. There are two sections.

SECTION 1

Acabamos de volver de un viaje escolar a Valencia. Duró quince días y realmente fue muy divertido pero hacía muchísimo frío y me resfrié. Tuve fiebre y mucha tos por casi una semana pero luego me sentí mucho mejor. Había mucho que hacer y que ver y pude mejorar mi español hablando con la gente.

(a) What happened to her during the school trip?

.....**got cold / caught a cold**..... (1)

(b) Mention one symptom.....**fever (temperature) or cough**..... (1)

(c) How did talking to people help her?

.....**improve/better her Spanish (need both parts for 1 mark)**..... (1)

SECTION 2

El último día fue libre, así que aproveché para comprar algunos recuerdos para la familia. A mi hermana le traje varias revistas españolas sobre moda. Dos botellas del mejor aceite de oliva para mi padre porque le fascina cocinar. Finalmente, una camiseta del equipo de Valencia para mi hermano mayor.

(d) What did he buy for each person?

Sister: **Spanish magazines or magazines about fashion**..... (1)

Father:**two bottles of (or) the best (1) olive oil (1)**..... (2)

Brother:**T shirt/football shirt or top / Valencia shirt or top**... (1)

Q.6 In the Lost Property Office. **Listen to the boy and answer the questions that follow in English.**

- Oficina de Objetos Perdidos. Buenas Tardes.
- Buenas tardes. Dejé mi maleta en el tren.
- ¿Qué tren?
- El AVE de Madrid a Barcelona.
- ¿Cuándo viajó usted?
- Ayer por la tarde. El tren llegó a esta estación a las 16.40 Hrs.
- ¿Me puede describir la maleta?
- Sí, es de piel color marrón.
- ¿Qué contenía?
- Mi ropa y algunos libros solamente.
- ¿Qué valor tiene?
- Pues, la maleta y la ropa....unos €300 aproximadamente.
- Bueno, deme su número de móvil para llamarle en cuanto sepamos algo.

- (a) What has he lost? ...**(his) suitcase / holdall / luggage /clothes and books (must have both items)**... (1)
- (b) When?**yesterday afternoon**....**(needs both parts for 1 mark)**..... (1)
- (c) Describe the item. Write two (2) details....**leather**....and.....**brown / tan**.... (2)
- (d) What does he need to do now? ..**give him his (mobile/phone) number**.. (1)

Q.7 Listen to two friends talking about a holiday. **There are two (2) sections.**

SECTION 1

- A. ¿Adónde habéis ido de vacaciones Fernando?
- B. Fuimos a Sierra Nevada, cerca de Granada con mis padres.
- A. ¡Qué bien! ¿Cómo te lo pasaste?
- B. Francamente muy mal al principio, porque allí se puede esquiar pero mis padres no me lo permitieron porque dijeron que era un deporte muy peligroso.
- A. Pues, yo creo que hay deportes que son mucho más peligrosos que ese.

(a) **Tick (✓) the two (2) correct statements.**

| | |
|---|---|
| He didn't like his holiday at all. | |
| He didn't want to go skiing | |
| He was not allowed to go skiing. | X |
| According to his friend skiing is not too dangerous | X |

(2)

SECTION 2

- A. Mis padres son más modernos que los tuyos porque casi siempre me dejan hacer lo que quiero.
- B. Sí, es verdad, sin embargo lo pasamos bien, en general, porque había gente de todas partes del mundo no sólo de España y por las noches, el ambiente en el hotel era animadísimo.
- A. Supongo que no querrás volver allí, ¿no?
- B. Al contrario, ya hemos hecho planes para volver el próximo invierno y encontrarnos con la gente que conocimos.

(b) **Tick (✓) the two (2) correct statements.**

| | |
|---|---|
| There were lots of Spaniards there. | |
| There were lots of nationalities there. | X |
| He doesn't want to go back there next winter. | |
| He hopes to meet the same people again. | X |

(2)

Q.8 In a travel agency in Madrid. Listen to the teenager and then answer the questions that follow in English.

Dependiente: Buenos días. ¿En qué puedo servirle?
 Cliente: Quisiera comprar un billete de ida y vuelta para Barcelona, por favor.
 Dependiente: ¿En tren o en autobús?
 Cliente: Pues, ¿cuál es más barato?
 Dependiente: Por lo general, lo más barato es el autobús, pero por el momento hay una oferta especial en tren para los jóvenes. Normalmente cuesta €108 pero con el descuento solamente €75.
 Cliente: ¿y el billete de autobús?
 Dependiente: El billete de autobús vale €94 ida y vuelta.
 Cliente: ¡Qué barbaridad! Creo que me voy en tren.

- (a) What does she want? **..a return ticket / a ticket to Barcelona.....** (1)
- (b) What does she want to know?....**the cheapest (possible) way to travel. How much does it cost by bus or train? Which one is more expensive?** (1)
- (c) How much does she end up paying? **Put a tick (✓) in the correct box.**

| | | |
|------|-----|-----|
| €108 | €94 | €75 |
| | | X |

(1)

- (d) What is her reaction upon hearing the cost of the bus ticket? **Put a tick (✓) in the correct box.**

| | |
|---------|---|
| Anger | |
| Shock | X |
| Delight | |

(1)

GCSE SPANISH

UNIT 1: LISTENING – SUMMER 2014

TAPESCRIPT

HIGHER TIER

Q.1 Somos cinco en mi familia. Mis padres, mis dos hermanas y yo. Ana es la menor. Me llevo muy bien con ella. En cambio, María, que es la mayor, no me cae bien porque es muy tonta. Mis abuelos viven en otro pueblo así que los veo poco.

Q.2

- Recepción. Dígame.
- Soy el Sr. Gómez de la habitación 549. Ayer mandé a lavar ropa.
- Sí, señor, hemos llevado la ropa limpia a su habitación.
- Sí, sí, es verdad, pero faltan algunas cosas.
- ¿Qué cosas faltan?
- Dos pares de calcetines negros, un vestido floreado de mi mujer y una camisa blanca de manga corta.

Q.3 **SECTION 1**

El instituto al que voy está en las afueras de la ciudad. Es enorme. Tiene novecientos alumnos y unos treinta profesores. Me gusta mucho porque es mixto. Tenemos mucho trabajo que hacer y es obligatorio aprender una lengua extranjera. A mi no me importa porque se me dan bien los idiomas, pero mi mejor amiga, que se llama Laura prefiere las ciencias y los animales. Creo que le gustaría ser veterinaria en el futuro.

SECTION 2

Este año ha sido excelente para el instituto porque nuestro equipo de atletismo ganó la copa regional. También somos los mejores en gimnasia y baloncesto. Lo malo es que yo no soy buena en deportes y por eso prefiero actividades menos físicas y más culturales como cantar en el coro de la escuela.

Q.4 **SECTION 1**

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SECTION 2

Además, en la sección de Moda para Caballeros, tenemos una gran variedad de trajes de marca a precios extraordinarios. El aparcamiento es gratuito para aquellos clientes con al menos una compra. Gracias por su atención.

Q.5

SECTION 1

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SECTION 2

El último día fue libre, así que aproveché para comprar algunos recuerdos para la familia. A mi hermana le traje varias revistas españolas sobre moda. Dos botellas del mejor aceite de oliva para mi padre porque le fascina cocinar. Finalmente, una camiseta del equipo de Valencia para mi hermano mayor.

Q.6

- Oficina de Objetos Perdidos. Buenas Tardes.
- Buenas tardes. Dejé mi maleta en el tren.
- ¿Qué tren?
- El AVE de Madrid a Barcelona.
- ¿Cuándo viajó usted?
- Ayer por la tarde. El tren llegó a esta estación a las 16.40 Hrs.
- ¿Me puede describir la maleta?
- Sí, es de piel color marrón.
- ¿Qué contenía?
- Mi ropa y algunos libros solamente.
- ¿Qué valor tiene?
- Pues, la maleta y la ropa...unos €300 aproximadamente.
- Bueno, deme su número de móvil para llamarle en cuanto sepamos algo.

Q.7

SECTION 1

- A. ¿Adónde habéis ido de vacaciones Fernando?
- B. Fuimos a Sierra Nevada, cerca de Granada con mis padres.
- A. ¡Qué bien! ¿Cómo te lo pasaste?
- B. Francamente muy mal al principio, porque allí se puede esquiar pero mis padres no me lo permitieron porque dijeron que era un deporte muy peligroso.
- A. Pues, yo creo que hay deportes que son mucho más peligrosos que ese.

SECTION 2

- A. Mis padres son más modernos que los tuyos porque casi siempre me dejan hacer lo que quiero.
- B. Sí, es verdad, sin embargo lo pasamos bien, en general, porque había gente de todas partes del mundo no sólo de España y por las noches, el ambiente en el hotel era animadísimo.
- A. Supongo que no querrás volver allí, ¿no?
- B. Al contrario, ya hemos hecho planes para volver el próximo invierno y encontrarnos con la gente que conocimos.

Q.8

Dependiente: Buenos días. ¿En qué puedo servirle?

Cliente: Quisiera comprar un billete de ida y vuelta para Barcelona, por favor.

Dependiente: ¿En tren o en autobús?

Cliente: Pues, ¿cuál es más barato?

Dependiente: Por lo general, lo más barato es el autobús, pero por el momento hay una oferta especial en tren para los jóvenes. Normalmente cuesta €108 pero con el descuento solamente €75.

Cliente: ¿Y el billete de autobús?

Dependiente: El billete de autobús vale €94 ida y vuelta.

Cliente: ¡Qué barbaridad! Creo que me voy en tren.

MARK SCHEME

READING GENERAL PRINCIPLES

Foundation Total 40

Higher Total 40

All candidates will have attempted **either** the higher paper **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 mark per sub-section or task.
- (b) Forgetting that each task is worth **one** mark i.e. the maximum mark 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 - SUMMER 2014
MARK SCHEME
FOUNDATION TIER

Q.1 (1 mark per item) **(6)**

- (i) g
- (ii) b
- (iii) i
- (iv) j
- (v) h
- (vi) f

Q.2 (1 mark per item) **(6)**

- (i) Mauricio
- (ii) Irene
- (iii) Manuela
- (iv) Francisco
- (v) Marco
- (vi) Ana

Q.3 (1 mark per item) **(6)**

- (i) E
- (ii) F
- (iii) A
- (iv) D
- (v) C
- (vi) B

Q.4 (1 mark per item) **(6)**

- (i) Flat / apartment / block of flats / flats
- (ii) 16
- (iii) None / only child or daughter / no / O or zero
- (iv) Engineer / engineering
- (v) Shop assistant / sales assistant / works in a shop / shop worker
- (vi) Bird (only) (bird + wants / would like a cat)

Q.5 (1 mark per item)

(8)

Section A

- (i) b
- (ii) c
- (iii) e
- (iv) f
- (v) j

Section B

- (i) It is one of the best stadiums in Europe / one of the best (greatest) stadiums / one of the best (greatest) in Europe / one of the best / one of the best places.
- (ii) Marvellous or wonderful (beaches) / white sand / blue sea (any 2 details) (must have noun + adjective), marvellous coast, white beach.

Q.6 (1 mark per item)

(8)

Section A

- (i) To a sports centre / sports place / sports hall.
- (ii) To go to a friend's birthday party.
- (iii) Went to the library (to study/learn) / studied, revised.
- (iv) She missed the bus.

Section B

- (i) iii
- (ii) v
- (iii) viii
- (iv) ix

GCSE SPANISH
UNIT 3 READING - SUMMER 2014

MARK SCHEME

HIGHER TIER

Q.1 (1 mark per item) **(8)**

Section A

- (i) To a sports centre / sports place / sports hall.
- (ii) To go to a friend's birthday party.
- (iii) Went to the library to study (to study/learn) / studied, revised.
- (iv) She missed the bus.

Section B

- (i) iii
- (ii) v
- (iii) viii
- (iv) ix

Q.2 (1 mark per item) **(8)**

Section A

- (i) b
- (ii) c
- (iii) e
- (v) f
- (vi) j

Section B

- (i) It is one of the best stadiums in Europe / one of the best (greatest) stadiums / one of the best (greatest) in Europe / one of the best / one of the best places.
- (ii) Marvellous or wonderful (beaches) / white sand / blue sea (any 2 details) (must have noun + adjective), marvellous coast, white beach.

Q.3 (1 mark per item) **(8)**

- (i) French
- (ii) IT / ICT / Computing / Info Tech / Information Technology / Computer Studies / Computer Science
- (iii) Geography / geog.
- (iv) Business (Studies) / Commerce
- (v) Drama / Dramatic Art(s) / Performing Arts / Theatre Studies
- (vi) History
- (vii) Biology
- (viii) Math(s) / Mathematics

Q.4 (1 mark per item)

(8)

- (i) Susana
- (ii) Pablo
- (iii) Isabel
- (iv) Susana
- (v) Pablo
- (vi) Isabel
- (vii) Enrique
- (viii) Susana

Q.5 (1 mark per item)

(8)

1. He created / formed / made / set up / started a band.
2. His father and siblings / brothers / his father and his brothers / father + brothers and sisters.
3. He went solo / he became a solo artist / he went (out) on his own / sang on his own / solo singer / decided to be a solo artist
4. Sings (very well), composes, produces, arranges songs / music (any 2).
5. Dedication (to his work / music / songs) / dedicated worker / singer / musician / producer / composer / (artistic) talent / musical talent / talented artist or musician / he's talented or dedicated, (dedication and hard work = 1 point, artistic talent = 1 point
6. The guitar / (sound of the) guitar(s) / him playing the guitar / (his) guitar playing.

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. |



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