

GCSE

# WJEC GCSE

## Spanish

Approved by Qualifications Wales

### Sample Assessment Materials

Unit 4: Reading and Writing

Teaching from 2025

For award from 2027



This Qualifications Wales regulated qualification is not available to centres in England.

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Ready for the world.



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SAMPLE

## Assessment details

Written examination: 1 hour 30 mins  
Set and marked by WJEC  
35% of qualification  
70 marks

This unit requires learners to respond to a range of questions with fixed responses and responses in Cymraeg/English, to translate short extracts from the assessed language into Cymraeg/English and to respond in the assessed language to a choice of written tasks.

The unit is divided into 2 sections – Section A and Section B. Each section will cover all broad themes.

### Section A

A reading task will provide the stimulus for the translation task. Translation in this context means a sufficient and appropriate rendering of the meaning of the original language.

Texts will only use the grammar and vocabulary specified in this specification. Words outside of the specification grammar and vocabulary lists will be glossed. For written production, the expected language will be from the specified content (vocabulary and grammar), with equal credit given for language used that is beyond the defined content but that fulfils the task requirements.

The Rubrics will be in Cymraeg/English.  
Stimuli will be in the assessed language.  
All responses will be non-verbal and in Cymraeg/English, apart from the response in Section B to the extended writing task.

Learners are not permitted to use a dictionary in any part of the assessment.

Section A: four comprehension questions and translation (AO2 – 35 marks)

Learners will read a range of texts linked to each of the broad themes:

- texts based on practical transactional language such as information notices and signs
- factual texts such as an e-mail, poster, web page, letter, newspaper article, flyer, graph, advert
- prose such as continuous literary texts, extracts from short stories, magazine articles.

Learners will demonstrate understanding of the texts by responding to a range of questions in Cymraeg/English. Question types will include: multiple choice questions, true/false with justification, matching words/phrases with definitions/images, matching statements with their source, short answers in Cymraeg/English, gap-fill, finish the sentences, comprehension questions to demonstrate understanding.

### Section B

Question 6 (35 marks) (AO2 – 20 marks) (AO3 – 15 marks)

Learners will write an extended piece of writing in response to written prompts. There will be a choice of three options in Cymraeg/English, one from each broad theme. Learners will respond to the question prompts writing up to a maximum of 120 words in the assessed language.

|               |
|---------------|
| Surname       |
| First name(s) |

|               |
|---------------|
| Centre number |
|               |

|                  |
|------------------|
| Candidate number |
| 0                |



## GCSE

3840QSL-4

### Spanish – Unit 4 Reading and Writing

1 hour 30 minutes

## SAMPLE ASSESSMENT MATERIALS

#### Instructions to candidates

Use black ink or black ball-point pen.  
Do **not** use gel pen or correction fluid.

Write your name, centre number and candidate number in the spaces provided at the top of this page.

You must answer:

**Section A:** All questions

**Section B:** Either Question 6a, or Question 6b or Question 6c

| For examiner's use only |          |              |              |
|-------------------------|----------|--------------|--------------|
| Section                 | Question | Maximum mark | Mark awarded |
| A                       | 1.       | 4            |              |
|                         | 2.       | 6            |              |
|                         | 3.       | 7            |              |
|                         | 4.       | 8            |              |
|                         | 5.       | 10           |              |
| B                       | 6.       | 35           |              |
|                         | Total    | 70           |              |

Write your answers in the spaces in this booklet. If you need more space, use the additional page(s) at the back of this booklet. Number the question(s) correctly.

#### Information for candidates

The number of marks is given in brackets at the end of each question or part-question.

The total number of marks available is **70**.

You should think carefully about how you use your time.

Your responses must be clear, accurate and well presented.

Answer **all** questions.

## Section A

1. Read the menu below.  
Answer the questions in **English**.

Examiner  
only

### MENÚ DEL DÍA

**PRIMEROS**

Ensalada mixta

Tortilla española

-----

**SEGUNDOS**

Pescado con verduras

Paella de carne

Paella de verduras

Pollo con patatas fritas

-----

**PARA TERMINAR**

Helado de sabor fresa o chocolate

Fruta del tiempo

Queso

El precio incluye una bebida

- (a) Name one starter you can have. Give **one** detail. [1]

• .....

- (b) What are the two types of paella on the menu? Give **two** details. [2]

• .....

• .....

(c) What is included in the price?

- ..... [1]

Examiner  
only

|  |
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2. Read the text about Machu Picchu and answer the questions in **English**.

Machu Picchu se considera una de las siete nuevas maravillas del mundo moderno. Esta antigua ciudad indígena es uno de los lugares más preciosos del sur de Perú.

Machu Picchu significa montaña vieja y está situada a unos 2,5 kilómetros encima del mar.

Si se tiene la oportunidad de visitarla, es importante ir con un guía. Desde Machu Picchu se pueden disfrutar unas vistas increíbles.

Según las últimas investigaciones, el lugar fue posiblemente un hogar de los reyes, y es que son casi 200 los edificios que se encuentran en el lugar, donde las llamas viven.

(a) **Read the first two paragraphs.**

[3]

**Tick (✓)** the **three** correct statements.  
According to the text, Machu Picchu is....

|                                      | Tick (✓) |
|--------------------------------------|----------|
| the ninth most popular tourist site. |          |
| a wonder of the modern world.        |          |
| an ancient city.                     |          |
| a place with many visitors.          |          |
| in southern Peru.                    |          |
| translated as big mountain.          |          |

(b) **Read the final two paragraphs.**

[3]

Complete the sentences from what you have read. Write **one** detail for each gap.

(i) If you can visit, it is important to go with .....

(ii) From Machu Picchu you can enjoy incredible .....

(iii) It is now believed that it was possibly home to .....

|  |
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3. Read the text about university in Spain and answer the questions in **English**.

Examiner  
only

Según el Ministerio de Universidades, hay 1 722 247 estudiantes en España. Y el próximo mes de junio tendrá lugar el tradicional examen de entrada a la universidad.

Miles de estudiantes de todas las comunidades de España realizarán una prueba con el objetivo de poder empezar una formación universitaria. Las instituciones de España se reconocen por su alta calidad.

A pesar de que el precio de la universidad española es mucho más bajo que el de otros países, la formación no es gratis.

El precio de la universidad española cambia entre las distintas comunidades y regiones, tampoco es el mismo entre una carrera y otra.

Así, la universidad puede costar entre los 680 y los 1 280 euros cada año? Sin embargo, en el caso de elegir una universidad privada, los precios pueden aumentar hasta los 18 000 euros.

- (a) In which month does the university entrance exam take place? [1]

• .....

- (b) Complete the gaps using a word or phrase from the box below.  
There are more words or phrases than gaps.

|           |         |         |             |          |          |
|-----------|---------|---------|-------------|----------|----------|
| thousands | cities  | free    | grades      | fees     | hundreds |
| countries | popular | quality | communities | millions | cheap    |

- (i) ..... of students will complete the entrance exam for university. [1]

- (ii) Spanish institutions are known for their high ..... [1]

- (iii) University in Spain costs much less than in other ..... [2]  
but it is not .....

- (c) What factors can influence the cost of university? Give **two** details in **English**. [2]

• .....

• .....

4. Read the text about “el botellón” and answer the questions in **English**.

El Ayuntamiento de Majadahonda\* empieza este verano una campaña contra el botellón para parar el consumo de alcohol en las calles y zonas verdes. La campaña, que sigue hasta el 1 de octubre, pone especial atención en la protección de los menores.

Esta iniciativa consiste en tres etapas. La primera es revisar aquellos lugares donde se vende alcohol para permitir la venta solo a los mayores de 18 años. Segundo, la policía controla más de 40 parques, jardines y otros espacios donde normalmente se encuentra a los jóvenes, para evitar el consumo de alcohol en los espacios públicos. La tercera es hablar con los dueños sobre las reglas de la venta del alcohol y las consecuencias de no seguirlas.

La policía recomienda a los jóvenes que no levanten la voz en el exterior de las tiendas y bares, que bajen el volumen de la música y que respeten a los horarios.

\*Majadahonda = name of a place in Spain

(a) Complete the sentences below. **Tick (✓)** the correct box:

(i) The campaign is to stop....

[1]

|                                    | Tick<br>(✓) |
|------------------------------------|-------------|
| crime caused by drunken behaviour. |             |
| drinking in the streets.           |             |
| destruction of green spaces.       |             |

(ii) The campaign ....

[1]

|                                     | Tick<br>(✓) |
|-------------------------------------|-------------|
| starts in October.                  |             |
| aims to protect the environment.    |             |
| focuses on protecting young people. |             |

- (b) (i) What are the three main stages of the campaign? Give **three** details in **English**. [3]

1. ....
2. ....
3. ....

- (ii) Write three recommendations from the police. Give **three** details in **English**. [3]

1. ....
2. ....
3. ....

Examiner  
only

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5. Read the text below.  
Translate the underlined phrases into **English**.

[10]

Examiner  
only

Vivo en Costa Rica. Está en Centroamérica y es un país muy bonito. La semana pasada visité Puerto Viejo de Talamanca y, tengo que decir que me encantó.

La primera sorpresa de Puerto Viejo de Talamanca es su ambiente. Sus habitantes vienen de cuarenta naciones diferentes. Hay una gran cantidad de culturas. Recomiendo una visita allá.

En los últimos años la población ha aumentado, gracias a la llegada de gente joven porque se conoce como uno de los destinos más importantes para hacer surfing.

- (a) Vivo en Costa Rica. Está en Centroamérica.

.....

.....

- (b) Sus habitantes vienen de cuarenta naciones diferentes.

.....

.....

- (c) Hay una gran cantidad de culturas. Recomiendo una visita allá.

.....

.....

- (d) En los últimos años la población ha aumentado, gracias a la llegada de gente joven

.....

.....

- (e) se conoce como uno de los destinos más importantes

.....

.....

6. Choose **one** task from the three tasks below.

[35]

Examiner  
only

Write around 120 words **in Spanish**.

You may use the bullet points to help you write your blog however you can present your own relevant ideas and opinions.

To gain maximum marks you must use a variety of relevant vocabulary and tenses.

**Either Task (a):**

**Write a blog about free time.**

You may include the following points:

- where you go in your free time
- what you did after school yesterday
- what you will do next weekend
- why free time is important.

**Or Task (b):**

**Write a blog about your area.**

You may include the following points:

- your opinion of your area
- what is available for visitors
- where you have visited recently
- a future event in your area.

**Or Task (c):**

**Write a blog about languages for study and work.**

You may include the following points:

- which languages and other subjects you are studying
- your opinion on languages
- what you studied at primary school
- your future plans with languages.

|  |  |
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## MARK SCHEME

### Guidance for examiners

#### Generic marking principles

- Marks awarded are always whole marks (not half marks, or other fractions).
- Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
- Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

#### Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes, rather than adopting the approach of penalising candidates for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

For questions that are objective or points-based, the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision made.

Mark schemes often list points which may be included in candidates' answers. The list is not exhaustive. The inclusion of '*Credit any other valid response.*' (or similar instruction) within mark schemes allows for the possible variation in candidates' responses. Credit should be given according to the accuracy and relevance of candidates' answers.

#### Banded mark schemes

For band marked questions mark schemes are in two parts; the indicative content and the assessment grid.

The indicative content suggests the range of points and issues which may be included in candidates' answers. It can be used to assess the quality of the candidate's response. As noted above, indicative content is not intended to be exhaustive, and candidates do not have to include all the indicative content to reach the highest level of the mark scheme.

However, to reach the highest level of the mark scheme a candidate must meet the requirements of the highest mark band. Where a response is not creditworthy, that is, it contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

The marking of banded mark questions should always be positive. This means that, for each candidate's response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

Examiners should first read and annotate the candidate's answer to pick out the evidence that is being assessed in that question. The mark scheme can then be applied. This is done as a two-stage process.

## Stage 1 – Deciding on the band

Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptors for that band. 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 most closely matches the work.

## Stage 2 – Deciding on the mark

Having determined the appropriate band, deciding on the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

Examiners should use the full range of marks available to them. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria, and all responses must be marked according to the banded levels provided for each question.

Standardising material that has already been awarded a mark will be provided during standardising and this should be used as a reference material when assessing work. 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.

This mark scheme instructs examiners to look for and reward valid alternatives where indicative content is suggested for an answer. This is not a checklist for expected content in an answer, or set out as a 'model answer', as responses must be marked in the banded levels of response provided for each question. Where a candidate provides a response that contains aspects or approaches not included in the indicative content, examiners should use their professional judgement to determine the validity of the response in light of the task and reward as directed by the bands. Candidates are free to choose any approach that is relevant to the set task. Candidates can (and will most likely) incorporate ideas other than those mentioned in the mark scheme.

## Section A

| Question | Answer   | AO1 | AO2 | AO3 | Total Mark |
|----------|--|-----|-----|-----|------------|
| 1.       | <p>Read the menu below.<br/>Answer the questions in English.</p> <p style="text-align: center;"><b>MENÚ DEL DÍA</b></p> <p style="text-align: center;"><b>PRIMEROS</b></p> <p style="text-align: center;">Ensalada mixta<br/>Tortilla española<br/>-----</p> <p style="text-align: center;"><b>SEGUNDOS</b></p> <p style="text-align: center;">Pescado con verduras<br/>Paella de carne<br/>Paella de verduras<br/>Pollo con patatas fritas<br/>-----</p> <p style="text-align: center;"><b>PARA TERMINAR</b></p> <p style="text-align: center;">Helado de sabor fresa o chocolate<br/>Fruta del tiempo<br/>Queso<br/>El precio incluye una bebida</p> |     |     |     |            |
| (a)      | Name one starter you can have. Give one detail.  |     | 1   |     | 1          |
|          | Award <b>one</b> mark for a correct response, for example:<br>• Salad / mixed salad / Spanish omelette / omelette / Spanish tortilla.  |     |     |     |            |
| (b)      | What are the two types of paella on the menu? Give two details.  |     | 2   |     | 2          |
|          | Award <b>one</b> mark for a correct response up to a maximum of <b>two</b> marks:<br>• vegetable / vegetables / vegetarian<br>• meat.  |     |     |     |            |

|  |     |  |  |   |  |   |
|--|-----|--|--|---|--|---|
|  | (c) | What is included in the price? Give one detail.  |  | 1 |  | 1 |
|  |     | Award <b>one</b> mark for a correct response, for example:<br><ul style="list-style-type: none"> <li>a drink.</li> </ul> |  |   |  |   |

SAMPLE

| Question                             | Answer   | AO1   | AO2      | AO3                                  | Total Mark |                               |  |                  |  |                             |  |                   |  |                             |  |  |   |  |   |
|--------------------------------------|--|---|----------|--------------------------------------|------------|-------------------------------|--|------------------|--|-----------------------------|--|-------------------|--|-----------------------------|--|--|---|--|---|
| 2.                                   | Read the text about Machu Picchu and answer the questions in <b>English</b> .<br><br>Machu Picchu se considera una de las siete nuevas maravillas del mundo moderno. Esta antigua ciudad indígena es uno de los lugares más preciosos del sur de Perú.<br><br>Machu Picchu significa montaña vieja y está situada a unos 2,5 kilómetros encima del mar.<br><br>Si se tiene la oportunidad de visitarla, es importante ir con un guía. Desde Machu Picchu se pueden disfrutar unas vistas increíbles.<br><br>Según las últimas investigaciones, el lugar fue posiblemente un hogar de los reyes, y es que son casi 200 los edificios que se encuentran en el lugar, donde las llamas viven. |   |          |                                      |            |                               |  |                  |  |                             |  |                   |  |                             |  |  |   |  |   |
| (a)                                  | Read the first two paragraphs.<br><b>Tick (✓)</b> the three correct statements.<br>According to the text, Machu Picchu is.... <table><thead><tr><th></th><th>Tick (✓)</th></tr></thead><tbody><tr><td>the ninth most popular tourist site.</td><td></td></tr><tr><td>a wonder of the modern world.</td><td></td></tr><tr><td>an ancient city.</td><td></td></tr><tr><td>a place with many visitors.</td><td></td></tr><tr><td>in southern Peru.</td><td></td></tr><tr><td>translated as big mountain.</td><td></td></tr></tbody></table>   |   | Tick (✓) | the ninth most popular tourist site. |            | a wonder of the modern world. |  | an ancient city. |  | a place with many visitors. |  | in southern Peru. |  | translated as big mountain. |  |  | 3 |  | 3 |
|                                      | Tick (✓)   |   |          |                                      |            |                               |  |                  |  |                             |  |                   |  |                             |  |  |   |  |   |
| the ninth most popular tourist site. |  |   |          |                                      |            |                               |  |                  |  |                             |  |                   |  |                             |  |  |   |  |   |
| a wonder of the modern world.        |  |   |          |                                      |            |                               |  |                  |  |                             |  |                   |  |                             |  |  |   |  |   |
| an ancient city.                     |  |   |          |                                      |            |                               |  |                  |  |                             |  |                   |  |                             |  |  |   |  |   |
| a place with many visitors.          |  |   |          |                                      |            |                               |  |                  |  |                             |  |                   |  |                             |  |  |   |  |   |
| in southern Peru.                    |  |   |          |                                      |            |                               |  |                  |  |                             |  |                   |  |                             |  |  |   |  |   |
| translated as big mountain.          |  |   |          |                                      |            |                               |  |                  |  |                             |  |                   |  |                             |  |  |   |  |   |
|                                      | Award <b>one</b> mark for each correct response, up to a maximum of <b>three</b> marks: <ul style="list-style-type: none"><li>• Machu Picchu is a modern wonder of the world.</li><li>• Machu Picchu is an ancient city.</li><li>• Machu Picchu is in Southern Peru.</li></ul>   |   |          |                                      |            |                               |  |                  |  |                             |  |                   |  |                             |  |  |   |  |   |
| (b)                                  | Read the final two paragraphs.<br>Complete the sentences from what you have read. Write one detail for each gap.   |   | 3        |                                      | 3          |                               |  |                  |  |                             |  |                   |  |                             |  |  |   |  |   |
|                                      | (i)  | If you can visit, it is important to go with<br>..... |          |                                      |            |                               |  |                  |  |                             |  |                   |  |                             |  |  |   |  |   |
|                                      | (ii)   | From Machu Picchu you can enjoy incredible<br>.....   |          |                                      |            |                               |  |                  |  |                             |  |                   |  |                             |  |  |   |  |   |

|  |  |       |  |
|--|--|-------|--|
|  |  | (iii) | It is now believed that it was possibly home to<br>.....   |
|  |  |       | Award <b>one</b> mark for each correct response up to a maximum of <b>three</b> marks, for example:<br>(i) a guide<br>(ii) views<br>(iii) kings. |

| Question  | Answer   | AO1     | AO2         | AO3      | Total Mark |           |        |      |        |      |          |           |         |         |             |          |       |
|-----------|--|---------|-------------|----------|------------|-----------|--------|------|--------|------|----------|-----------|---------|---------|-------------|----------|-------|
| 3.        | <p>Read the text about university in Spain and answer the questions in English.</p> <p>Según el Ministerio de Universidades, hay 1 722 247 estudiantes en España. Y el próximo mes de junio tendrá lugar el tradicional examen de entrada a la universidad.</p> <p>Miles de estudiantes de todas las comunidades de España realizarán una prueba con el objetivo de poder empezar una formación universitaria. Las instituciones de España se reconocen por su alta calidad.</p> <p>A pesar de que el precio de la universidad española es mucho más bajo que el de otros países, la formación no es gratis.</p> <p>El precio de la universidad española cambia entre las distintas comunidades y regiones, tampoco es el mismo entre una carrera y otra.</p> <p>Así, la universidad puede costar entre los 680 y los 1 280 euros cada año? Sin embargo, en el caso de elegir una universidad privada, los precios pueden aumentar hasta los 18 000 euros.</p> |         |             |          |            |           |        |      |        |      |          |           |         |         |             |          |       |
| (a)       | In which month does the university entrance exam take place?   |         | 1           |          | 1          |           |        |      |        |      |          |           |         |         |             |          |       |
|           | <p>Award <b>one</b> mark for:</p> <ul style="list-style-type: none"> <li>June</li> </ul>   |         |             |          |            |           |        |      |        |      |          |           |         |         |             |          |       |
| (b)       | <p>Complete the gaps using a word or phrase from the box below.</p> <table border="1"> <tr> <td>thousands</td><td>cities</td><td>free</td><td>grades</td><td>fees</td><td>hundreds</td></tr> <tr> <td>countries</td><td>popular</td><td>quality</td><td>communities</td><td>millions</td><td>cheap</td></tr> </table> <p>There are more words or phrases than gaps.</p>  |         |             |          |            | thousands | cities | free | grades | fees | hundreds | countries | popular | quality | communities | millions | cheap |
| thousands | cities   | free    | grades      | fees     | hundreds   |           |        |      |        |      |          |           |         |         |             |          |       |
| countries | popular  | quality | communities | millions | cheap      |           |        |      |        |      |          |           |         |         |             |          |       |
| (i)       | ..... of students will complete the entrance exam for university.  |         | 1           |          | 1          |           |        |      |        |      |          |           |         |         |             |          |       |
|           | <p>Award <b>one</b> mark for:</p> <ul style="list-style-type: none"> <li>thousands.</li> </ul>   |         |             |          |            |           |        |      |        |      |          |           |         |         |             |          |       |
| (ii)      | Spanish institutions are known for their high .....  |         | 1           |          | 1          |           |        |      |        |      |          |           |         |         |             |          |       |
|           | <p>Award <b>one</b> mark for:</p> <ul style="list-style-type: none"> <li>quality.</li> </ul>   |         |             |          |            |           |        |      |        |      |          |           |         |         |             |          |       |

|  |       |   |  |   |  |   |
|--|-------|---|--|---|--|---|
|  | (iii) | University in Spain costs much less than in other<br>.....<br>but it is not .....   |  | 2 |  | 2 |
|  |       | Award <b>one</b> mark for each correct response up to a maximum of <b>two</b> marks:<br><ul style="list-style-type: none"> <li>• countries</li> <li>• free.</li> </ul>  |  |   |  |   |
|  | (c)   | What factors can influence the cost of university? Give two details in English.   |  | 2 |  | 2 |
|  |       | Award <b>one</b> mark for each correct response up to a maximum of <b>two</b> marks, for example:<br><ul style="list-style-type: none"> <li>• The different communities / regions.</li> <li>• The choice of degree.</li> <li>• If it is a private or public university.</li> </ul> Credit any other valid response. |  |   |  |   |

| Question                            | Answer  | AO1                         | AO2             | AO3                                | Total Mark |                                  |   |                                     |   |  |   |  |   |
|-------------------------------------|---|-----------------------------|-----------------|------------------------------------|------------|----------------------------------|---|-------------------------------------|---|--|---|--|---|
| 4.                                  | <p>Read the text about “el botellón” and answer the questions in <b>English</b>.</p> <p>El Ayuntamiento de Majadahonda* empieza este verano una campaña contra el botellón para parar el consumo de alcohol en las calles y zonas verdes. La campaña, que sigue hasta el 1 de octubre, pone especial atención en la protección de los menores.</p> <p>Esta iniciativa consiste en tres etapas. La primera es revisar aquellos lugares donde se vende alcohol para permitir la venta solo a los mayores de 18 años. Segundo, la policía controla más de 40 parques, jardines y otros espacios donde normalmente se encuentra a los jóvenes, para evitar el consumo de alcohol en los espacios públicos. La tercera es hablar con los dueños sobre las reglas de la venta del alcohol y las consecuencias de no seguirlas.</p> <p>La policía recomienda a los jóvenes que no levanten la voz en el exterior de las tiendas y bares, que bajen el volumen de la música y que respeten a los horarios.</p> <p>*Majadahonda = name of a place in Spain</p> |                             |                 |                                    |            |                                  |   |                                     |   |  |   |  |   |
| (a)                                 | Complete the sentences below. <b>Tick (✓)</b> the correct box:  |                             |                 |                                    |            |                                  |   |                                     |   |  |   |  |   |
| (i)                                 | <table><tr><td>The campaign is to stop....</td><td><b>Tick (✓)</b></td></tr><tr><td>crime caused by drunken behaviour.</td><td></td></tr><tr><td>drinking in the streets.</td><td>✓</td></tr><tr><td>destruction of green spaces.</td><td></td></tr></table>  | The campaign is to stop.... | <b>Tick (✓)</b> | crime caused by drunken behaviour. |            | drinking in the streets.         | ✓ | destruction of green spaces.        |   |  | 1 |  | 1 |
| The campaign is to stop....         | <b>Tick (✓)</b>   |                             |                 |                                    |            |                                  |   |                                     |   |  |   |  |   |
| crime caused by drunken behaviour.  |   |                             |                 |                                    |            |                                  |   |                                     |   |  |   |  |   |
| drinking in the streets.            | ✓   |                             |                 |                                    |            |                                  |   |                                     |   |  |   |  |   |
| destruction of green spaces.        |   |                             |                 |                                    |            |                                  |   |                                     |   |  |   |  |   |
| (ii)                                | <table><tr><td>The campaign ....</td><td><b>Tick (✓)</b></td></tr><tr><td>starts in October.</td><td></td></tr><tr><td>aims to protect the environment.</td><td></td></tr><tr><td>focuses on protecting young people.</td><td>✓</td></tr></table>   | The campaign ....           | <b>Tick (✓)</b> | starts in October.                 |            | aims to protect the environment. |   | focuses on protecting young people. | ✓ |  | 1 |  | 1 |
| The campaign ....                   | <b>Tick (✓)</b>   |                             |                 |                                    |            |                                  |   |                                     |   |  |   |  |   |
| starts in October.                  |   |                             |                 |                                    |            |                                  |   |                                     |   |  |   |  |   |
| aims to protect the environment.    |   |                             |                 |                                    |            |                                  |   |                                     |   |  |   |  |   |
| focuses on protecting young people. | ✓   |                             |                 |                                    |            |                                  |   |                                     |   |  |   |  |   |

|  |     |      |  |  |   |  |   |
|--|-----|------|--|--|---|--|---|
|  | (b) | (i)  | What are the three main stages of the campaign?<br>Give three details in English.  |  | 3 |  | 3 |
|  |     |      | Award <b>one</b> mark for a correct response up to a maximum of <b>three marks</b> , for example: <ul style="list-style-type: none"> <li>inspect places that sell alcohol</li> <li>stop the sale of alcohol to minors/ under 18-year-olds</li> <li>the police monitor the parks and gardens</li> <li>speak with owners about the rules (on selling alcohol).</li> </ul> Credit any other valid response. |  |   |  |   |
|  |     | (ii) | Write three recommendations from the police. Give three details in English.  |  | 3 |  | 3 |
|  |     |      | Award <b>one</b> mark for a correct response up to a maximum of <b>three marks</b> , for example: <ul style="list-style-type: none"> <li>Don't speak loudly outside (shops/ bars).</li> <li>Turn down volume of music/Lower volume of music.</li> <li>Respect the time of day.</li> </ul> Credit any other valid response.   |  |   |  |   |

| Question   | Answer  | AO2                                      | Total Mark   |         |                    |                      |              |      |                     |                       |   |                 |   |                       |                           |   |   |   |                          |                           |  |                |   |                               |                       |                         |                        |   |                                    |  |                          |  |   |                             |                            |                              |                               |   |
|--|---|--|--|---------|--------------------|----------------------|--------------|------|---------------------|-----------------------|---|-----------------|---|-----------------------|---------------------------|---|---|---|--------------------------|---------------------------|--|----------------|---|-------------------------------|-----------------------|-------------------------|------------------------|---|------------------------------------|--|--------------------------|--|---|-----------------------------|----------------------------|------------------------------|-------------------------------|---|
| 5.   | <p>Read the text below.</p> <p>Translate the underlined phrases into <b>English</b>.</p> <p><u>Vivo en Costa Rica. Está en Centroamérica</u> y es un país muy bonito. La semana pasada visité Puerto Viejo de Talamanca y, tengo que decir que me encantó.</p> <p>La primera sorpresa de Puerto Viejo de Talamanca es su ambiente. <u>Sus habitantes vienen de cuarenta naciones diferentes. Hay una gran cantidad de culturas. Recomiendo una visita allá.</u></p> <p><u>En los últimos años la población ha aumentado, gracias a la llegada de gente joven</u> porque <u>se conoce como uno de los destinos más importantes</u> para hacer surfing.</p> <p>a. <u>Vivo en Costa Rica. Está en Centroamérica.</u><br/>b. <u>Sus habitantes vienen de cuarenta naciones diferentes.</u><br/>c. <u>Hay una gran cantidad de culturas. Recomiendo una visita allá.</u><br/>d. <u>En los últimos años la población ha aumentado, gracias a la llegada de gente joven</u><br/>e. <u>se conoce como uno de los destinos más importantes</u></p> | 10                                       | 10   |         |                    |                      |              |      |                     |                       |   |                 |   |                       |                           |   |   |   |                          |                           |  |                |   |                               |                       |                         |                        |   |                                    |  |                          |  |   |                             |                            |                              |                               |   |
| <p>This question tests the candidate's ability to understand and respond to written language, and to recall and apply a range of vocabulary and grammatical structures. Marks are awarded for appropriate and sufficient rendering of the meaning of the original language.</p> <table><tr><th>Spanish</th><th>Indicative Content</th><th>Sufficient Rendering</th><th>Unacceptable</th><th>Mark</th></tr><tr><td>Vivo en Costa Rica.</td><td>I live in Costa Rica.</td><td>-</td><td>Live Costa Rica</td><td>1</td></tr><tr><td>Está en Centroamérica</td><td>It is in Central America.</td><td>-</td><td>-</td><td>1</td></tr><tr><td>Sus habitantes vienen de</td><td>Its inhabitants come from</td><td>Its people/ citizens come from/ are from</td><td>Lack of "its".</td><td>1</td></tr><tr><td>cuarenta naciones diferentes.</td><td>40 different nations.</td><td>40 different countries.</td><td>Lack of the number 40.</td><td>1</td></tr><tr><td>Hay una gran cantidad de culturas.</td><td>There is a great quantity of cultures.</td><td>There are many cultures.</td><td>There are great cultures/ the culture is great/ big.</td><td>1</td></tr><tr><td>Recomiendo una visita allá.</td><td>I recommend a visit there.</td><td>I recommend you visit there.</td><td>Using here rather than there.</td><td>1</td></tr></table> |   |  |  | Spanish | Indicative Content | Sufficient Rendering | Unacceptable | Mark | Vivo en Costa Rica. | I live in Costa Rica. | - | Live Costa Rica | 1 | Está en Centroamérica | It is in Central America. | - | - | 1 | Sus habitantes vienen de | Its inhabitants come from | Its people/ citizens come from/ are from | Lack of "its". | 1 | cuarenta naciones diferentes. | 40 different nations. | 40 different countries. | Lack of the number 40. | 1 | Hay una gran cantidad de culturas. | There is a great quantity of cultures. | There are many cultures. | There are great cultures/ the culture is great/ big. | 1 | Recomiendo una visita allá. | I recommend a visit there. | I recommend you visit there. | Using here rather than there. | 1 |
| Spanish  | Indicative Content  | Sufficient Rendering                     | Unacceptable   | Mark    |                    |                      |              |      |                     |                       |   |                 |   |                       |                           |   |   |   |                          |                           |  |                |   |                               |                       |                         |                        |   |                                    |  |                          |  |   |                             |                            |                              |                               |   |
| Vivo en Costa Rica.  | I live in Costa Rica.   | -  | Live Costa Rica                                      | 1       |                    |                      |              |      |                     |                       |   |                 |   |                       |                           |   |   |   |                          |                           |  |                |   |                               |                       |                         |                        |   |                                    |  |                          |  |   |                             |                            |                              |                               |   |
| Está en Centroamérica  | It is in Central America.   | -  | -  | 1       |                    |                      |              |      |                     |                       |   |                 |   |                       |                           |   |   |   |                          |                           |  |                |   |                               |                       |                         |                        |   |                                    |  |                          |  |   |                             |                            |                              |                               |   |
| Sus habitantes vienen de   | Its inhabitants come from   | Its people/ citizens come from/ are from | Lack of "its".                                       | 1       |                    |                      |              |      |                     |                       |   |                 |   |                       |                           |   |   |   |                          |                           |  |                |   |                               |                       |                         |                        |   |                                    |  |                          |  |   |                             |                            |                              |                               |   |
| cuarenta naciones diferentes.  | 40 different nations.   | 40 different countries.                  | Lack of the number 40.                               | 1       |                    |                      |              |      |                     |                       |   |                 |   |                       |                           |   |   |   |                          |                           |  |                |   |                               |                       |                         |                        |   |                                    |  |                          |  |   |                             |                            |                              |                               |   |
| Hay una gran cantidad de culturas.   | There is a great quantity of cultures.  | There are many cultures.                 | There are great cultures/ the culture is great/ big. | 1       |                    |                      |              |      |                     |                       |   |                 |   |                       |                           |   |   |   |                          |                           |  |                |   |                               |                       |                         |                        |   |                                    |  |                          |  |   |                             |                            |                              |                               |   |
| Recomiendo una visita allá.  | I recommend a visit there.  | I recommend you visit there.             | Using here rather than there.                        | 1       |                    |                      |              |      |                     |                       |   |                 |   |                       |                           |   |   |   |                          |                           |  |                |   |                               |                       |                         |                        |   |                                    |  |                          |  |   |                             |                            |                              |                               |   |

|  |   |   |   |   |
|--|---|---|---|---|
| En los últimos años  | In the last few years   | In recent years   | In the ultimate years   | 1 |
| la población ha aumentado gracias a la llegada de gente joven  | the population has increased thanks to the arrival of young people. | the population has grown with young people. / the population of young people has grown. | Lack of reference to increase in population and young people. | 1 |
| Se conoce como   | It is known as  | It is famous for/ as  | -   | 1 |
| uno de los destinos más importantes                            | one of the <u>most</u> important destinations                       | One of the <u>most</u> important places   | Missing most.   | 1 |
| <b>0 marks</b> should be awarded for nothing worthy of credit. |   |   |   |   |

## Section B

### Glossary of terms

The following glossary of terms provides guidance on terms used within the banded mark schemes.

|                    |   |
|--------------------|---|
| <b>Major error</b> | <p>An error that impedes communication and prevents the meaning being accurately conveyed.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Incorrect verb forms resulting in confusion about the subject and or the tense:<br/>Yo vamos al parque<br/>Tu ir al concierto</li> <li>Significant spelling errors which make the word unrecognisable in Spanish and or changes the meaning:<br/>Sabo espanol<br/>Haco mis deberes<br/>Estudie dibujo (without accent or time marker it is unclear whether this is past or subjunctive)</li> <li>Expressions of time in conflict with verb tenses making the detail about when the activity happened unclear:<br/>Ayer, voy a ir<br/>Mañana, fui al mercado</li> <li>Mother-tongue word swaps:<br/>Me gusta football<br/>Tengo divertido</li> </ul> |
| <b>Minor error</b> | <p>An error that does not impede communication and allows the meaning to be conveyed.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Minor spelling errors which don't affect the communication:<br/>Como una hamburgusa<br/>Tengo una classe</li> <li>Missing accents which don't affect the meaning or tense:<br/>futbol<br/>natacion</li> <li>Incorrect accents which don't affect the overall meaning:<br/>Estudiá griego<br/>Tengo un gató</li> <li>Incorrect gender and errors in agreement:<br/>Ella es bonito<br/>El perro es linda</li> </ul>  |
| <b>Clear</b>       | The message is unambiguous.   |

|                                |  |
|--------------------------------|--|
| <b>Understandable</b>          | Able to be understood.   |
| <b>Addresses</b>               | Evidence of response. For example, candidates should include all bullet points, but equal coverage is not expected.  |
| <b>Development / developed</b> | Including additional detail which elaborates. It can be a clause or separate phrase.   |
| <b>Extended</b>                | A longer sequence which may include additional clause(s) giving further details, reasoning and/or opinion.   |
| <b>Complex language</b>        | More sophisticated linguistic constructions, which may include: <ul style="list-style-type: none"> <li>• longer sentence with connectives (because, such as, when...)</li> <li>• infinitive constructions</li> <li>• use of (multiple) pronouns</li> <li>• use of adverbs</li> <li>• word order that is different to English.</li> </ul> |
| <b>Communication</b>           | Exchanging of information.   |
| <b>Relevant</b>                | Connected or appropriate to the stimulus.  |

### Differentiation of descriptors in the mark scheme

The following words are used from top to lower bands in all banded mark schemes:

- consistent(ly) / always / almost always / all / almost all / highly
- main(ly) / most(ly) / often / frequent
- generally
- some / sometimes / occasionally
- basic / little
- limited / few
- minimal / rarely.

Please note that these should be viewed in conjunction with the descriptor as they may not always go from top to lower, for example: frequent errors would be in a lower mark band.

**Assessment Grids for Question 6**

(35 marks)

This question tests the candidate's ability to understand and respond to written language (AO2 – 20 marks). It also tests the candidate's knowledge and accurate application of a range of grammatical structures and vocabulary (AO3 – 15 marks) as specified in the assessment grid below. The number of words is approximate, and all work must be marked. The bullet points are compulsory but equal coverage is not required.

Choose one task from the three tasks below. Write around 120 words in Spanish.

You may use the bullet points to help you write your blog however you can present your own relevant ideas and opinions.

To gain maximum marks you must use a variety of relevant vocabulary and tenses.

Either Task (a):

Write a blog about free time.

You may include the following points:

- where you go in your free time
- what you did after school yesterday
- what you will do next weekend
- why free time is important.

Or Task (b):

Write a blog about your area.

You may include the following points:

- your opinion of your area
- what is available for visitors
- where you have visited recently
- a future event in your area.

Or Task (c):

Write a blog about languages for study and work.

You may include the following points:

- which languages and other subjects you are studying
- your opinion on languages
- what you studied at primary school
- your future plans with languages.

Write up to 120 words in Spanish

| Band | Marks [20] | AO2 Strand 2: Understand and respond to written language in writing.  |
|------|------------|---|
| 5    | 17-20      | <ul style="list-style-type: none"> <li>Consistently relevant information is conveyed.</li> <li>Responses are always extended and consistently develop ideas and points of view.</li> <li>Communication is consistently understandable.</li> </ul>                         |
| 4    | 13-16      | <ul style="list-style-type: none"> <li>Conveys relevant information.</li> <li>Responses are often extended and frequently develop ideas and points of view.</li> <li>Communication is consistently understandable, an occasional message may be unclear.</li> </ul>       |
| 3    | 9-12       | <ul style="list-style-type: none"> <li>Conveys mainly relevant information.</li> <li>Responses are generally extended and generally develop ideas and points of view.</li> <li>Communication is mainly understandable, some messages may be unclear.</li> </ul>           |
| 2    | 5-8        | <ul style="list-style-type: none"> <li>Some relevant information is conveyed.</li> <li>Responses are sometimes extended and sometimes develop ideas and points of view.</li> <li>Communication is sometimes understandable, the message sometimes breaks down.</li> </ul> |
| 1    | 1-4        | <ul style="list-style-type: none"> <li>Limited information is conveyed.</li> <li>Responses are rarely developed.</li> <li>Communication is rarely understandable</li> </ul>   |
| 0    | 0          | Response not worthy of credit.  |

| Band | Marks [15] | AO3: Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification.  |
|------|------------|---|
| 5    | 13-15      | <ul style="list-style-type: none"> <li>A wide range of appropriate vocabulary and structures are used, with some complex language.</li> <li>Highly successful use of verb and tense formations.</li> <li>Language used is highly accurate – any errors are minor.</li> </ul>                    |
| 4    | 10-12      | <ul style="list-style-type: none"> <li>A range of appropriate vocabulary and structures are used, with some complex language.</li> <li>Mainly successful use of verb and tense formations.</li> <li>Language is accurate – there may be some minor errors and very few major errors.</li> </ul> |
| 3    | 7-9        | <ul style="list-style-type: none"> <li>Some appropriate vocabulary and structures are used, little complex language.</li> <li>Generally successful use of verb and tense formations.</li> <li>Some accurate language – there may be some minor and major errors.</li> </ul>                     |
| 2    | 4-6        | <ul style="list-style-type: none"> <li>Basic vocabulary and structures are used.</li> <li>Occasionally successful use of verb and tense formations.</li> <li>Little accurate language – there may be frequent minor errors and some major errors.</li> </ul>                                    |
| 1    | 1-3        | <ul style="list-style-type: none"> <li>Limited and possibly repetitive vocabulary and structures are used.</li> <li>Limited success in verb and tense formations.</li> <li>Limited accurate language – there may be frequent errors, both major and minor.</li> </ul>                           |
| 0    | 0          | Response not worthy of credit.  |

### Guidance on application of mark scheme

A mark of zero for AO2 will result in a mark of zero for AO3.

# Mapping of questions to specification content and assessment objectives: Unit 4

| Question    |     |       | Mark allocation |           |           |           |
|-------------|-----|-------|-----------------|-----------|-----------|-----------|
|             |     |       | Total Marks     | AO1 Marks | AO2 Marks | AO3 Marks |
| 1           | (a) |       | 1               | 0         | 1         | 0         |
|             | (b) |       | 2               | 0         | 2         | 0         |
|             | (c) |       | 1               | 0         | 1         | 0         |
| 2           | (a) | (i)   | 3               | 0         | 3         | 0         |
|             | (b) | (ii)  | 3               | 0         | 3         | 0         |
| 3           | (a) | (i)   | 1               | 0         | 1         | 0         |
|             |     | (ii)  | 1               | 0         | 1         | 0         |
|             |     | (iii) | 2               | 0         | 2         | 0         |
|             | (b) |       | 2               | 0         | 2         | 0         |
|             | (c) |       | 1               | 0         | 1         | 0         |
|             |     |       |                 |           |           |           |
| 4           | (a) | (i)   | 1               | 0         | 1         | 0         |
|             | (a) | (ii)  | 1               | 0         | 1         | 0         |
|             | (b) | (i)   | 3               | 0         | 3         | 0         |
|             | (b) | (ii)  | 3               | 0         | 3         | 0         |
| 5           |     |       | 10              | 0         | 10        | 0         |
| 6           |     |       | 35              | 0         | 20        | 15        |
| Total marks |     |       | 70              |           | 55        | 15        |