GCSE

WJEC GCSE Spanish

Approved by Qualifications Wales

Sample Assessment Materials

Unit 1: Oracy
Teaching from 2025
For award from 2027

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Ready for the world.

Contents

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About this pack: information for teachers

This pack contains the assessment materials for Unit 1: Oracy

Within this pack, you will find:
- information for teachers on how to manage arrangements for assessment
- a Centre Form
- a Candidate Declaration Form
- a Candidate Time Record sheet.

Instructions for teachers

The assessment lasts for 7–10 minutes
Preparation time: 10 minutes
30% of qualification
60 marks

This unit requires candidates to speak using clear and comprehensible Spanish to:
- read aloud a short sentence and participate in a role play
- give a presentation, prepared in advance, based on their own interest and take part in a short unprepared discussion relating to the presentation
- take part in a short unprepared conversation.

The rubrics and stimuli will all be in Cymraeg/English (except for the read aloud task). The language of response will be in the assessed language.

Candidates are not permitted to use a dictionary in any part of the assessment.
The assessment must be submitted digitally.

Task 1: Read aloud and role play
Candidates can make notes on one-side of A4 paper for the read aloud and role play during the preparation time (the notes will not be marked as part of the assessment).

Task 1a: The read aloud
The candidate will begin by reading aloud the short sentence in Spanish.

The candidate will begin by reading aloud the short sentence in the assessed language to demonstrate their understanding of sound-spelling correspondence.

Task 1b: The role play
The role play contains **four** interactions. The teacher will start the role play, they are not required to read out the scenario to the candidate and **must not** rephrase the prompts. Candidates may refer to notes to support them with the read aloud and the role play which must be given to the teacher immediately after the assessment.

During the role play, candidates will:
- respond appropriately to questions or statements as prompted by the bullet points on the role play card
- formulate a question.

Candidates should be able to demonstrate their understanding of the assessed language through their responses in a range of different settings to include the following:
- train/bus station
- tourist information office
- cinema/theatre/venue
- campsite/hostel/hotel
- pharmacy/doctor's surgery/hospital
- leisure centre
- shops
- café/restaurant
- in the home
- in town.

Candidates should be able to engage in transactions including asking and answering questions, asking for advice, making a complaint, reporting a problem, explaining,

describing, giving reasons and expressing opinions. The scenario will provide candidates with guidance and prompts in Cymraeg/English on the responses that are required.

Total time for read aloud and role play: 2 minutes
Total marks: 11 marks
(AO2 – 8 marks) (AO3 – 3 marks)

Task 2: Presentation and Discussion

Task 2a
Candidates will:
- give an oral presentation in which they communicate information, describe and narrate events. The presentation may be prepared two weeks in advance of the first timetabled assessment. The presentation can be on a subject of the candidate's choosing which falls within **one** of the following **three** broad themes:
  - Theme 1: language for leisure and wellbeing
  - Theme 2: language for travel
  - Theme 3: language for work and study.

Candidates will be marked on:
- communicating information, describing, and narrating events (AO1)
- using generally accurate pronunciation and intonation in order to communicate with a speaker of the language (AO3).

Marks: (AO1 – 6 marks) (AO3 – 3 marks)

Candidates may prepare their presentation two weeks prior to the first timetabled assessment.
Candidates are not permitted to use a dictionary in the preparation of their presentation. (Please refer to the controls set out in the appendix of this document).
Candidates may refer to prepared bullet points to support them with the delivery of their presentation [max. 30 words], complete and continuous sentences are not permitted. The bullet points must be given to the teacher immediately after the presentation (the bullet points will not be marked as part of the assessment).

Task 2b
Candidates will:
- take part in an **unprepared** discussion relating to the presentation in the present, past and future tenses. Teachers will lead the discussion by asking questions relating to the presentation. The teacher may repeat or rephrase questions that the candidate does not understand.
- Teachers should provide opportunities for candidates to:
  - give clear responses to the questions they are asked (AO1)
  - use a variety of vocabulary, grammatical structures and different timeframes accurately (AO3).

Candidates may refer to prepared bullet points [max 30 words], to support them with the delivery of their presentation. The bullet points must be given to the teacher immediately after the presentation.

Examples of topics for the presentation are included in the Unit 1 Guidance for Teaching document.

Marks: (AO1 – 10 marks) (AO3 – 5 marks)

The presentation should last **no longer than 1 minute.**
The discussion should last between **2-3 minutes.**
Total time for presentation and discussion: 3-4 minutes.
Total marks for presentation and discussion: 24 marks

(AO1 – 16 marks) (AO3 – 8 marks)

Task 3: Conversation

Candidates will contribute to a conversation based on one of the 3 broad themes. The conversation should be based on a different broad theme to the one chosen for the presentation. Teachers must inform candidates of the allocated broad theme for the conversation at the start of the 10 minutes preparation time.
The conversation should be based on the broad theme that has not been covered in the presentation and the role play, so that all three broad themes are covered in the Unit 1 NEA. Candidates can make notes on one-side of A4 paper on the theme of the conversation during the preparation time (the notes will not be marked as part of the assessment).

The purpose of this element of the task is to encourage the candidate to demonstrate what language they know. In order to do this, teachers should provide opportunities for candidates to:
- give clear responses to the questions they are asked (AO1)
- develop their responses as far as they are able (AO1)
- express ideas and opinions
- use a variety of vocabulary, grammatical structures and different timeframes accurately (AO3).

Candidates may refer to notes made on the theme of the conversation during the preparation time which must be given to the teacher immediately after the assessment.

Questioning technique:
- Teachers should avoid asking prepared questions and should instead build a conversation based on individual candidate responses.
- Questions should ideally be succinct so that there is less teacher talk and more candidate talk.
- Closed questions, which generally lead to yes/no answers, should be followed-up with an opportunity to express opinions or give more information (prompted, for example, by *'¿Por qué?'* or *¿Por qué no?').*
- Where possible, more open questions should be used in order to allow the candidate to offer more information/more developed responses.
- Useful question openers for extended answers could be '*Háblame de…'*, 'Describe tu/s*…'* or *'¿Qué piensas de…?'* for example.

Total time for conversation: 2-4 minutes
Total marks: 25 marks
(AO1 – 20 marks) (AO3 – 5 marks)

Teachers should tailor the complexity of the questions to the ability of the candidate. Questions may be repeated or rephrased during this part of the task. The teacher should use their judgement as to when to move on if a candidate does not understand or respond to a question even after rephrasing. In order to sustain conversation and avoid long silences, it is better to move to a different question to encourage the candidate to keep talking. Candidates should be given the opportunity to respond in the present, past and future tenses. Candidates may refer to notes to support them with the theme of the conversation which must be given to the teacher immediately after the assessment.

When asking questions Teachers should use the different areas of the broad theme as well as the candidate's interests and experiences to continue the conversation. Candidates should be given the opportunity to respond in the present, past and future tenses.

Examples of questions that may be asked for each broad theme in the past, present and future tenses are included in the Unit 1 Guidance for Teaching document.

Allocation of Role play cards:

The allocation of cards for the role play will be generated by the candidate's choice of broad theme for the presentation.

If the candidate's choice of presentation is from Theme 1, they must be allocated a role play from Theme 2. If the candidate's choice of presentation is from Theme 2, they must be allocated a role play from Theme 1. If the candidate's choice of presentation is from Theme 3, they may be allocated a role play from either Theme 1 or Theme 2.

There will be six role plays for Theme 1 and six role plays for Theme 2.

The first candidate must be given either card 1a or card 2a, depending on their choice of presentation. The second candidate must be given the prescribed card from the next row (depending on their choice of presentation), this sequence will continue for each teacher (not by the centre as a whole). After breaks in testing (including lunchtime and overnight) the sequence should continue. For example, if candidate 3 is tested before a break, the next candidate will be candidate 4. Teachers must follow this prescribed order.

Candidate Order	Theme 1 Presentation	Theme 2 Presentation	Theme 3 Presentation
1	2a	1a	1a
2	2b	1b	2b
3	2c	1c	1c
4	2d	1d	2d
5	2e	1e	1e
6	2f	1f	2f
7	2d	1d	2f
8	2a	1f	1b
9	2b	1a	2c
10	2e	1e	1d
11	2f	1c	2e
12	2c	1b	1a

The allocation of role plays is designed to ensure that the assessment experienced by each candidate samples a range of vocabulary from the vocabulary list.

Task setting

Tasks are set by WJEC. The assessment will be carried out by teachers at the centre, audio recorded and marked by external examiners. The role play cards will be sent to the Examinations Officer at the centre in a secure pack. Each centre will receive two packs. There will be instructions not to open the package until the specified date. Each candidate will be allocated one card. The list allocating the card to each candidate is shown above. The teacher must ensure that each candidate is assessed with the correct card. Teacher prompts for the role play, and guidance on setting questions for the discussion and conversation are provided below. The Teacher may open the packs up to three working days in advance of the first assessment date at the centre.

Centres must keep a record of the schedule (including dates) on which the assessments are conducted on the declaration form below. This form is for the centre and candidates to sign and declare that assessments have been conducted according to the requirements in the Assessment Pack and this must be submitted to WJEC with the audio recordings. Audio files should be uploaded to the WJEC Portal within 48 hours or two working days of the speaking assessments taking place.

Task taking

Each candidate will have a preparation time of ten minutes prior to the commencement of the assessment. This preparation time must be supervised by an exam invigilator organised by the centre and who is not a subject specialist.

Candidates are not permitted to use dictionaries in any part of the assessment, including the preparation time.

Candidates are advised to spend their 10 minutes preparation time, practising the read-aloud sub-vocally, making notes on what to say in the role play and conversation and of course, practising their presentation.

The candidate may bring prepared bullet points [maximum 30 words] to support with the delivery of the presentation into the assessment. During the preparation time, the candidate may, if they wish, make notes on the read aloud and role play, and the allocated theme of the conversation on one-side of A4 paper and refer to these during the assessment. The teacher must check the notes prior to the commencement of the assessment and remove the bullet points from the candidate if they contain complete and continuous sentences. Otherwise, the notes must be handed to the teacher at the end of the test, along with the role play. After the preparation period of 10 minutes, the teacher must ensure that the candidate spends the following times on each task:

Approximate timings for oral assessment

Task	Approximate timings
Role play	2 minutes
Presentation and discussion	1 minute and 2-3 minutes
Conversation	2-4 minutes

The timing for the read aloud and role play is approximately 2 minutes but this will depend on each candidate. The timing for the presentation, discussion and conversation should be adhered to so that the candidate is able to access the full range of marks. The overall

timings must be adhered to and any speaking evidence that exceeds these timings will not be marked.

Conducting the assessment

Candidates will be allowed one attempt at the assessment. Once the recording begins it cannot be paused or stopped until the end of the assessment. The only circumstances in which a candidate can be re-tested are if there is a technical malfunction during the assessment (so that, for example, the assessment has not been recorded or is inaudible) or an incident occurs beyond the teacher's control which prevents the completion of the assessment. In any such circumstance, the teacher must inform WJEC immediately via the Examinations Officer at the centre. WJEC will then inform the centre which role play to use in place of the original allocation.

Detailed instructions regarding the process for submitting the materials will be communicated to centres through Examination Officers.

When introducing each candidate, the following convention must be used: Specification/centre number/candidate number/candidate name/role play card/ presentation theme/conversation theme/date.

Managing the assessment

This is a WJEC marked (external) non-examination assessment. The following arrangements must be followed when managing the assessment

Task setting

This assessment has been produced by WJEC and cannot be changed

Time

Candidates must be allowed 10 minutes to complete this assessment. Candidates should spend approximately:

- 2 hours completing the preparation of the presentation
- 10 minutes preparation time immediately prior to the oral assessment
- 10 minutes for the assessment.

The time suggested for each task takes account of the contribution of the task to the overall assessment requirements. There can be no changes to the total time available for this assessment.

Resources

Resources are not permitted for the preparation of the presentation.
Candidates may take the pre-prepared bullet points for the presentation and the notes made on one-side of A4 paper during the preparation time into their assessment.

Collaboration

Group work is **not** allowed. Candidates must complete all tasks individually

Supervision

Candidates must be supervised by an assessor whilst completing the activities. Centres must have in place systems to ensure candidates cannot access evidence they have been developing outside of supervised activities.

Authentication

Supervision must be in place to ensure the authenticity of evidence produced for summative assessment.

You should not provide input or guidance to candidates during the assessment time. This includes providing formative feedback on the evidence being produced. You can provide guidance on the requirements of the task and remind candidates of the mark bands and how they can be interpreted.

Candidates can review and redraft evidence independently within the time controls for the assessment.

Candidates must sign the declaration to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign the declaration to confirm that evidence submitted for moderation was completed under the controlled conditions set out in this assessment.

Task marking

WJEC will mark all evidence produced by candidates.

Centres **must** ensure that candidates complete a time sheet and candidate declaration form; these are included in the candidate assessment pack.

Notes on the completion of the Time Sheet and Candidate Declaration Form

- Please log the dates and times that work took place. No work must have taken place outside the hours listed on this form
- The forms must be completed and sent digitally to the awarding body
- The form can be completed electronically or manually. Electronic signatures will be accepted.

Further information

You should refer to the JCQ Instructions for conducting non-examination assessment for further information on managing assessment within our GCSE Qualifications.

This pack is a sample. It must not be used for live assessment.

Question paper

GCSE

SPANISH

3840QSL-1

UNIT 1: ORACY

7–10 minutes
10 minutes preparation time

SAMPLE ASSESSMENT MATERIALS

INSTRUCTIONS TO CANDIDATES

This assessment will last **7-10 minutes**.

There are **three** parts to the assessment:

- read aloud and role play
- presentation and discussion
- conversation.

You will have **10 minutes** to prepare.

Role play
You should try to reply with a short phrase or sentence including a relevant verb. One-word answers will not be enough for full marks.

Presentation and discussion
You will present on the subject of your choice from one of the broad themes. Your teacher will then ask you questions relating to the presentation.

Conversation
You will take part in an unprepared conversation related to **one** of the **three broad themes.**

INFORMATION FOR CANDIDATES

Dictionaries are not permitted.

Read aloud and role play
You can make notes on A4 paper for the read aloud and role play card during the preparation time.

Presentation
You can take prepared bullet points [maximum 30 words] to support you with the delivery of the presentation into the test, complete and continuous sentences are **not** permitted.

Conversation
You can make notes on A4 paper on the theme of the conversation during the preparation time.

You **must** hand your presentation bullet points, A4 notes sheet and role play card to your teacher at the end of the test.

The role play is worth 11 marks.
The presentation and discussion are worth 24 marks.
The conversation is worth 25 marks.

A total of **3** marks will be awarded for sound-spelling correspondence in both the role play and presentation. A total of **10** marks will be awarded for using good grammar and sentence structure in the discussion and the conversation.

Read aloud and role play

TASK 1
Theme 1
Card A

READ ALOUD AND ROLE PLAY (11 MARKS)

Task 1a:
Read out the following text in Spanish:

Me encanta ir al cine los fines de semana porque es genial y divertido.

Task 1b:
Take part in the role play with your teacher.

Scenario:

- You are talking to your Spanish friend to arrange going out.

- Your teacher will play the part of the friend you speak to.

- They will ask you some questions in Spanish. You must reply in Spanish.

- You should try to reply with a short phrase or sentence including a relevant verb. One-word answers will not be enough for full marks.

- Your teacher will speak first.

1. Say how much the ticket costs.

2. Ask what time the film starts.

3. Say what you would like to eat or drink.

4. Say what you want to do after the film.

TASK 1
Theme 1
Card B

READ ALOUD AND ROLE PLAY (11 MARKS)

Task 1a:
Read out the following text in Spanish:

Me parece muy grande este supermercado, ¿me puede ayudar un poco, por favor?

Task 1b:
Take part in the role play with your teacher.

Scenario:

- You are visiting Spain and you are shopping in the supermarket. You ask someone for help.

- Your teacher will play the part of the person you speak to.

- They will ask you some questions in Spanish. You must reply in Spanish.

- You should try to reply with a short phrase or sentence including a relevant verb. One-word answers will not be enough for full marks.

- Your teacher will speak first.

1. Say what you need to buy.

2. Ask how much it is.

3. Say how many you want.

4. Say how long you will stay in Spain for.

TASK 1
Theme 1
Card C

READ ALOUD AND ROLE PLAY (11 MARKS)

Task 1a:
Read out the following text in Spanish:

A mucha gente le encanta la comida española tradicional porque es sabrosa y deliciosa.

Task 1b:
Take part in the role play with your teacher.

Scenario:

- You are visiting a restaurant in Spain.

- Your teacher will play the part of the waiter/waitress you speak to.

- They will ask you some questions in Spanish. You must reply in Spanish.

- You should try to reply with a short phrase or sentence including a relevant verb. One-word answers will not be enough for full marks.

- Your teacher will speak first.

1. Say you would like a table for two people.

2. Say what food you want to order.

3. Tell the waiter/waitress that there is a problem with your food.

4. Ask where the toilets are.

TASK 1
Theme 1
Card D

READ ALOUD AND ROLE PLAY (11 MARKS)

Task 1a:
Read out the following text in Spanish:

¿Me puede ayudar, por favor? ¿Hay alguna farmacia abierta en este pueblo?

Task 1b:
Take part in the role play with your teacher.

Scenario:

- You are visiting a pharmacy whilst in Spain.

- Your teacher will play the part of the pharmacist you speak to.

- They will ask you some questions in Spanish. You must reply in Spanish.

- You should try to reply with a short phrase or sentence including a relevant verb. One-word answers will not be enough for full marks.

- Your teacher will speak first.

1. Say what illness or injury you have.

2. Ask how many you must take per day.

3. Say how old you are.

4. Say what you will do later.

TASK 1
Theme 1
Card E

READ ALOUD AND ROLE PLAY (11 MARKS)

Task 1a:
Read out the following text in Spanish:

Hay muchos tipos de helado aquí, ¡es estupendo! Voy a probar algo nuevo hoy.

Task 1b:
Take part in the role play with your teacher.

Scenario:

- You are visiting an ice-cream parlour in Spain.

- Your teacher will play the part of the person working there whom you speak to.

- They will ask you some questions in Spanish. You must reply in Spanish.

- You should try to reply with a short phrase or sentence including a relevant verb. One-word answers will not be enough for full marks.

- Your teacher will speak first.

1. Order something to eat or drink.

2. Ask how much it is.

3. Say what else you would like.

4. Say what the weather is like.

TASK 1
Theme 1
Card F

READ ALOUD AND ROLE PLAY (11 MARKS)

Task 1a:
Read out the following text in Spanish:

¿Qué llevas para ir a la escuela? Llevo mi propia ropa, ya que es cómoda.

Task 1b:
Take part in the role play with your teacher.

Scenario:

- You are shopping for clothes with your Mexican friend.

- Your teacher will play the part of the friend you speak to.

- They will ask you some questions in Spanish. You must reply in Spanish.

- You should try to reply with a short phrase or sentence including a relevant verb. One-word answers will not be enough for full marks.

- Your teacher will speak first.

1. Say what you wear to school.

2. Say what you would like to buy in the clothes shop.

3. Ask if they have medium size.

4. Say what colour you need.

TASK 1
Theme 2
Card A

READ ALOUD AND ROLE PLAY (11 MARKS)

Task 1a:
Read out the following text in Spanish:

Estoy de vacaciones en esta región y busco información. ¿Me puede ayudar por favor?

Task 1b:
Take part in the role play with your teacher.

Scenario:

- You are in a tourist information office in Spain.

- Your teacher will play the part of the person working there whom you speak to.

- They will ask you some questions in Spanish. You must reply in Spanish.

- You should try to reply with a short phrase or sentence including a relevant verb. One-word answers will not be enough for full marks.

- Your teacher will speak first.

1. Say what type of accommodation you want to book.

2. Ask where it is.

3. Say how long you are staying for.

4. Say which method of transport you will use to travel home.

TASK 1
Theme 2
Card B

READ ALOUD AND ROLE PLAY (11 MARKS)

Task 1a:
Read out the following text in Spanish:

Voy a viajar esta tarde, ¿podría darme más información sobre este horario?

Task 1b:
Take part in the role play with your teacher.

Scenario:

- You are travelling by train in Spain and you ask for information at the train station.

- Your teacher will play the part of the assistant you speak to.

- They will ask you some questions in Spanish. You must reply in Spanish.

- You should try to reply with a short phrase or sentence including a relevant verb. One-word answers will not be enough for full marks.

- Your teacher will speak first.

1. Say you want to buy a return ticket.

2. Ask what time the train leaves.

3. Say you are going to visit Barcelona.

4. Say what platform the train leaves from.

TASK 1
Theme 2
Card C

READ ALOUD AND ROLE PLAY (11 MARKS)

Task 1a:
Read out the following text in Spanish:

¿Puede ayudarme, por favor, sabe si este autobús termina en la estación?

Task 1b:
Take part in the role play with your teacher.

Scenario:

- You are travelling by bus in Guatemala and you ask for information in the bus station.

- Your teacher will play the part of the assistant you speak to.

- They will ask you some questions in Spanish. You must reply in Spanish.

- You should try to reply with a short phrase or sentence including a relevant verb. One-word answers will not be enough for full marks.

- Your teacher will speak first.

1. Say you would like to buy a ticket.

2. Ask how much it costs.

3. Say where you are going.

4. Say what time you need to arrive.

TASK 1
Theme 2
Card D

READ ALOUD AND ROLE PLAY (11 MARKS)

Task 1a:
Read out the following text in Spanish:

¿Me puede dar información sobre algunos de los sitios en el pueblo, por favor?

Task 1b:
Take part in the role play with your teacher.

Scenario:

- You are visiting a town in Argentina and you ask a passerby for information.

- Your teacher will play the part of the passerby you speak to.

- They will ask you some questions in Spanish. You must reply in Spanish.

- You should try to reply with a short phrase or sentence including a relevant verb. One-word answers will not be enough for full marks.

- Your teacher will speak first.

1. Say you are looking for the museum.

2. Ask what time it opens.

3. Say how long you are staying in the area for.

4. Say what you will do tomorrow.

TASK 1
Theme 2
Card E

READ ALOUD AND ROLE PLAY (11 MARKS)

Task 1a:
Read out the following text in Spanish:

¡Qué desagradable tener un problema cuando estoy de vacaciones! Hay que resolverlo.

Task 1b:
Take part in the role play with your teacher.

Scenario:

- You are staying in a hotel in Spain.

- Your teacher will play the part of the receptionist you speak to.

- They will ask you some questions in Spanish. You must reply in Spanish.

- You should try to reply with a short phrase or sentence including a relevant verb. One-word answers will not be enough for full marks.

- Your teacher will speak first.

1. Say that you would like to change rooms.

2. Say what you want to visit.

3. Tell the receptionist how long you are staying for.

4. Ask what time the restaurant in the hotel closes.

TASK 1
Theme 2
Card F

READ ALOUD AND ROLE PLAY (11 MARKS)

Task 1a:
Read out the following text in Spanish:

Mis vacaciones ideales serían en Cuba, ya que me parece una isla muy bonita.

Task 1b:
Take part in the role play with your teacher.

Scenario:

- You are booking a holiday to Cuba with a Cuban travel agency.

- Your teacher will play the part of the travel agent you speak to.

- They will ask you some questions in Spanish. You must reply in Spanish.

- You should try to reply with a short phrase or sentence including a relevant verb. One-word answers will not be enough for full marks.

- Your teacher will speak first.

1. Say you want a double room.

2. Say you prefer to stay for two weeks.

3. Say you will hire a bike.

4. Ask how much it costs in total.

TEACHER COPY

TASK 1
Theme 1
Card A

READ ALOUD AND ROLE PLAY (11 MARKS)

Task 1a:
The candidate will read out the following sentence:

Me encanta ir al cine los fines de semana porque es genial y divertido.

Task 1b :
Teacher prompts: You address the candidate as 'Tú', you will start the role play.

- **¿Cuánto cuestan las entradas?**

1. Say how much the ticket costs.

- **Vale.**

2. Ask what time the film starts.

- **Empieza a las ocho y media ¿Qué quieres tomar?**

3. Say what you would like to eat or drink.

- **Muy bien. ¿Qué quieres hacer después?**

4. Say what you want to do after the film.

- **Me parece una buena idea.**

TEACHER COPY

TASK 1
Theme 1
Card B

READ ALOUD AND ROLE PLAY (11 MARKS)

Task 1a:
The candidate will read out the following sentence:

Me parece muy grande este supermercado, ¿me puede ayudar un poco, por favor?

Task 1b :
Teacher prompts: You address the candidate as 'Usted', you will start the role play.

- **¿Qué desea?**

1. Say what you need to buy.

- **Aquí tiene.**

2. Ask how much it is.

- **Cuesta diez euros con cincuenta.**

3. Say how many you want.

- **Vale. ¿Para cuánto tiempo va a quedarse aquí?**

4. Say how long you will stay in Spain for.

- **Muy bien. Hasta luego.**

TEACHER COPY

TASK 1
Theme 1
Card C

READ ALOUD AND ROLE PLAY (11 MARKS)

Task 1a:
The candidate will read out the following sentence:

A mucha gente le encanta la comida española tradicional porque es sabrosa y deliciosa.

Task 1b :
Teacher prompts: You address the candidate as 'Usted', you will start the role play.

- **Buenas noches.**

1. Say you would like a table for two people.

   - **Muy bien. ¿Qué desea?**

2. Say what food you want to order.

   - **Vale.**

3. Tell the waiter/waitress there is a problem with your food.

   - **Lo siento mucho. Ahora se la/lo (depending on what the candidate says) cambio.**

4. Ask where the toilets are.

   - **Están al fondo, a la derecha.**

TEACHER COPY

TASK 1
Theme 1
Card D

READ ALOUD AND ROLE PLAY (11 MARKS)

Task 1a:
The candidate will read out the following sentence:

¿Me puede ayudar, por favor? ¿Hay alguna farmacia abierta en este pueblo?

Task 1b :
Teacher prompts: You address the candidate as 'Usted', you will start the role play.

- **¿Cómo puedo ayudarle?**

1. Say what illness or injury you have.

   - **Aquí tiene.**

2. Ask how many you must take per day.

   - **Depende. ¿Cuántos años tiene?**

3. Say how old you are.

   - **Vale. Toma dos pastillas con el desayuno. ¿Puede descansar más tarde?**

4. Say what you will do later.

   - **Muy bien.**

TEACHER COPY

TASK 1
Theme 1
Card E

READ ALOUD AND ROLE PLAY (11 MARKS)

Task 1a:
The candidate will read out the following sentence:

Hay muchos tipos de helado aquí, ¡es estupendo! Voy a probar algo nuevo hoy.

Task 1b :
Teacher prompts: You address the candidate as 'Usted', you will start the role play.

- **¿Qué desea?**

1. Order something to eat or drink

   - **Muy bien.**

2. Ask how much it is.

   - **Son siete euros con veinte. ¿Algo más?**

3. Say what else you would like.

   - **Vale.**

4. Say what the weather is like.

   - **Es verdad.**

TEACHER COPY

TASK 1
Theme 1
Card F

READ ALOUD AND ROLE PLAY (11 MARKS)

Task 1a:
The candidate will read out the following sentence:

¿Qué llevas para ir a la escuela? Llevo mi propia ropa, ya que es cómoda.

Task 1b:
Teacher prompts: You address the candidate as 'Tú', you will start the role play.

- **¿Llevas uniforme escolar?**

1. Say what you wear to school.

- **¿Qué quieres comprar?**

2. Say what you would like to buy in the clothes shop.

- **Muy bien. ¿Qué talla necesitas?**

3. Ask if they have medium size.

- **Claro. ¿De qué color?**

4. Say what colour you need.

- **Está muy a la moda.**

TEACHER COPY

TASK 1
Theme 2
Card A

READ ALOUD AND ROLE PLAY (11 MARKS)

Task 1a:
The candidate will read out the following sentence:

Estoy de vacaciones en esta región y busco información. ¿Me puede ayudar por favor?

Task 1b:
Teacher prompts: You address the candidate as 'Usted', you will start the role play.

- **¿Cómo puedo ayudarle?**

1. Say what type of accommodation you want to book.

- **Muy bien.**

2. Ask where it is.

- **Está en la costa. ¿Para cúantas noches?**

3. Say how long you are staying for.

- **Perfecto. ¿Cómo va a volver a Gales?**

4. Say which method of transport you will use to travel home.

- **Qué bien.**

TEACHER COPY

TASK 1
Theme 2
Card B

READ ALOUD AND ROLE PLAY (11 MARKS)

Task 1a:
The candidate will read out the following sentence:

Voy a viajar esta tarde, ¿podría darme más información sobre este horario?

Task 1b:
Teacher prompts: You address the candidate as 'Usted', you will start the role play.

- **¿Cómo puedo ayudarle?**

1. Say you want to buy a return ticket.

   - **Vale.**

2. Ask what time the train leaves.

   - **Sale a las dos en punto. ¿Adónde va?**

3. Say you are going to visit Barcelona.

   - **Qué interesante. ¿Ya tiene el número del andén?**

4. Say what platform the train leaves from.

   - **Muy bien.**

TEACHER COPY

TASK 1
Theme 2
Card C

READ ALOUD AND ROLE PLAY (11 MARKS)

Task 1a:
The candidate will read out the following sentence:

¿Puede ayudarme, por favor, sabe si este autobús termina en la estación?

Task 1b:
Teacher prompts: You address the candidate as 'Usted', you will start the role play.

- **¿Cómo puedo ayudarle?**

1. Say you would like to buy a ticket.

   - **Vale.**

2. Ask how much it costs.

   - **Son trece euros. ¿Adónde va?**

3. Say where you are going.

   - **Muy bien. ¿A qué hora necesita llegar allí?**

4. Say what time you need to arrive.

   - **Vale. ¡Buen viaje!**

TEACHER COPY

TASK 1
Theme 2
Card D

READ ALOUD AND ROLE PLAY (11 MARKS)

Task 1a:
The candidate will read out the following sentence:

¿Me puede dar información sobre algunos de los sitios en el pueblo, por favor?

Task 1b:
Teacher prompts: You address the candidate as 'Usted', you will start the role play.

- **¿Cómo puedo ayudarle?**

1. Say you are looking for the museum.

- **El museo está al final de la calle.**

2. Ask what time it opens.

- **Abre a las diez. ¿Para cuánto tiempo queda aquí?**

3. Say how long you are staying in the area for.

- **Muy bien. ¿Qué planes tiene para mañana?**

4. Say what you will do tomorrow.

- **Qué interesante.**

TEACHER COPY

TASK 1
Theme 2
Card E

READ ALOUD AND ROLE PLAY (11 MARKS)

Task 1a:
The candidate will read out the following sentence:

¡Qué desagradable tener un problema cuando estoy de vacaciones! Hay que resolverlo.

Task 1b:
Teacher prompts: You address the candidate as 'Usted', you will start the role play.

- **¿Cómo puedo ayudarle?**

1. Say that you would like to change rooms.

- **Muy bien. ¿Qué va a visitar hoy?**

2. Say what you want to visit.

- **Qué interesante. ¿Cuántos días va a quedarse en el hotel?**

3. Tell the receptionist how long you are staying for.

- **Vale.**

4. Ask what time the restaurant in the hotel closes.

- **Se cierra a las once.**

TEACHER COPY

TASK 1
Theme 2
Card F

READ ALOUD AND ROLE PLAY (11 MARKS)

Task 1a:
The candidate will read out the following sentence:

Mis vacaciones ideales serían en Cuba, ya que me parece una isla muy bonita.

Task 1b:
Teacher prompts: You address the candidate as 'Usted', you will start the role play.

- **¿Cómo puedo ayudarle?**

1. Say you want a double room.

- **Muy bien. ¿Cuántos días va a quedar en el hotel?**

2. Say you prefer to stay for two weeks.

- **Perfecto, voy a hacer la reserva. ¿Qué transporte va a usar?**

3. Say you will hire a bike.

- **Vale.**

4. Ask how much it costs in total.

- **Son dos mil euros.**

Mark Scheme

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.

General Advice
Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by all.

Particular attention should be paid to the following instructions regarding marking:
- Examiners must be positive in their approach. Look for opportunities to reward rather than penalise.
- Make sure that you are familiar with the read aloud sentence, the targeted sound-spelling.
- Make sure you are familiar with the assessment grids and the descriptors for each section of the grids (pages 40, 54-57). See information below regarding advice on awarding marks using banded mark schemes.
- The specified length of the Speaking test is 7-10 minutes. You must stop marking after this maximum time has been reached.

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

Banded mark schemes (Speaking)

Banded mark schemes are divided so that each band within a section has a relevant descriptor. The descriptors for the band provide a description of the performance level across the tested AOs for that band. Each band contains marks. 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.

Stage 1 – Deciding on the band

When deciding on a band, the candidate response should be viewed holistically. Beginning at the lowest band, examiners should look at the candidate's response and check whether it matches the descriptor 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 descriptor most closely matches the work.

Stage 2 – Deciding on the mark

Having determined the appropriate band, deciding on a 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 that 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 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 as Spanish specialists 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.

The following pages contain:
- mark schemes for the role play
- assessment grids for the presentation, discussion and conversation.

When marking, equal credit is to be given for language used that is beyond the defined content in appendix B of the specification but that fulfils the task requirements.

When speaking about themselves, gender identification should not be an issue as candidates should be using first-person pronouns. If candidates choose to speak in the third person, they must be consistent in their pronoun choices, for example, use of 'they/them/xe/xhe' should not be seen as grammatically incorrect if the candidate is consistently using the chosen pronoun throughout their speaking. Please be mindful of candidates' choices in assessing all work. When discussing another individual in the third person where gender or gender preference is unknown or undisclosed, WJEC expects consistent application of the gender agreement of the candidate's choice.

Glossary of terms

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

Major error	An error that impedes communication and prevents the meaning from being understood by the listener. Examples of major errors in simple spoken language: • errors in conjugation of verbs: ¿voy a la playa? when intended meaning is to ask a question: ¿vas la playa? • use of verb infinitive instead of past tense conjugation: ayer ir a la playa • pronunciation making the word unrecognisable in Spanish: use of mother-tongue to replace Spanish vocabulary Me gusta Spain. Examples of major errors in complex spoken language: • incongruent verb tenses with expressions of time : en el futuro fui a la playa • missing infinitive after conjugated verb: me gusta con mis amigos • incorrect vocabulary usage resulting in contradictory or nonsensical communication: no me gusta mi escolar porque es aburrido.
Minor error	An error that does not impede communication and allows the meaning to be conveyed despite the error. Examples include minor errors in pronunciation, incorrect gender, adjectival agreement and word order of adjectives and application of grammar for contractions. Examples: • word order of adjectives: el azul mar • incorrect determiners: mi amigos • missing definite / indefinite articles: tiene ojos verdes • mother-tongue interference: soy 15 años • gender: hay una cine y un piscina • contractions: voy a el restaurante • adjectival agreement: ella compra una camiseta rojo.
Clear	The message is unambiguous.
Understandable	Able to be understood.
Development	Additional detail which elaborates. It can be a clause or separate phrase.

Extended	A longer sequence which may include additional clause(s) giving further details, reasoning and/or opinion.
Communication	Exchanging of information.
Relevant	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.

Task 1 – Read aloud and role Play

This task tests the candidate's ability to communicate using spoken language to convey their understanding of written language. The candidate is also tested on their knowledge and application of sound spelling correspondence.

Each candidate will be required to read aloud a sentence and then complete a role play giving four responses to written prompts in Cymraeg / English.

AO3 Demonstrate knowledge of grammar, vocabulary and sound-spelling correspondence is tested in the read aloud.

AO2 Understand and respond to written language through communication and expression in speaking is tested in the role play.

There are **11** marks available for this task.

AO3: (3 marks)
The candidate is required to read aloud a sentence in Spanish to demonstrate knowledge of sound-spelling correspondence.

Mark	Descriptor
3	Consistently accurate pronunciation, with few lapses in sound-spelling correspondences which do not impede comprehension.
2	Occasionally accurate pronunciation, with some lapses in sound-spelling correspondences which may impede comprehension.
1	Pronunciation is rarely accurate, with frequent lapses in sound-spelling correspondences which frequently impedes comprehension.
0	The response is not worthy of credit

AO2: (8 marks)
The candidate is required to ask a question and make statements in response to **four** written prompts.

For each candidate response, examiners should apply the following mark grid:

Mark	Descriptor
2	The response or question is fully communicated and unambiguous with a verb in the appropriate tense plus relevant detail.
1	The response or question is ambiguous or is only partially communicated with either appropriate verb or detail.
0	The response is not worthy of credit.

Guidance for Examiners

Pages 42-53 suggest indicative content for the role plays tasks.

Do remember that this indicative content is a guide to the type of responses candidates **may** give; look for and reward all valid alternatives.

Candidates are instructed on the front of the question paper that they should try to respond with a short phrase or sentence including a relevant verb and that one-word answers will not be enough for full marks. Where one-word answers are given in response to a prompt, each such responses cannot score more than 1 mark.

TASK 1
Theme 1
Card A

ROLE PLAY

Indicative content

- **¿Cuánto cuestan las entradas?**

1. Say how much the ticket costs.[1]

- **Vale.**

2. Ask what time the film starts.[2]

- **Empieza a las ocho y media. ¿Qué quieres tomar?**

3. Say what you would like to eat or drink.[3]

- **Muy bien. ¿Qué quieres hacer después?**

4. Say what you want to do after the film.[4]

- **Me parece una buena idea.**

Look for and reward any valid alternatives.

---

[1] Cuesta cinco euros/libras: accept any suitable answer.
[2] ¿A qué hora empieza la película?: accept any suitable question.
[3] Me gustaría comer palomitas: accept any suitable answer.
[4] Quiero ir a un restaurante: accept any suitable answer.

TASK 1
Theme 1
Card B

ROLE PLAY

Indicative content

- **¿Qué desea?**

1. Say what you need to buy.[1]

  - **Aquí tiene.**

2. Ask how much it is.[2]

  - **Cuesta diez euros con cincuenta**

3. Say how many you want.[3]

  - **Vale. ¿Para cuánto tiempo va a quedarse aquí?**

4. Say how long you will stay in Spain for.[4]

  - **Muy bien. Hasta luego.**

Look for and reward any valid alternatives.

---

[1] Necesito/quiero comprar pan: accept any suitable response
[2] ¿Cúanto es?: accept any suitable question.
[3] Quiero dos: accept any suitable response
[4] Me quedo aquí dos semanas: accept any suitable response

TASK 1
Theme 1
Card C

ROLE PLAY

Indicative content

- **Buenas noches.**

1. Say you would like a table for two people.[1]

   - **Muy bien. ¿Qué desea?**

2. Say what food you want to order.[2]

   - **Vale.**

3. Tell the waiter/waitress there is a problem with your food.[3]

   - **Lo siento mucho. Ahora se la/lo (depending on what the candidate says) cambio.**

4. Ask where the toilets are.[4]

   - **Están al fondo, a la derecha.**

Look for and reward any valid alternatives.

---

[1] Me gustaría una mesa para dos personas por favor: accept any suitable response
[2] Quiero la paella: accept any suitable response
[3] La paella está fría: accept any suitable response
[4] ¿Dónde están los servicios?: accept any suitable question.

TASK 1
Theme 1
Card D

ROLE PLAY

Indicative content

- **¿Cómo puedo ayudarle?**

1. Say what illness or injury you have.[1]

   - **Aquí tiene**

2. Ask how many you must take per day[2]

   - **Depende. ¿Cuántos años tiene?**

3. Say how old you are.[3]

   - **Vale. Toma dos pastillas con el desayuno. ¿Puede descansar más tarde?**

4. Say what you will do later.[4]

   - **Muy bien.**

Look for and reward any valid alternatives.

---

[1] Tengo mal a la cabeza: accept any suitable response
[2] ¿Cuántos debería tomar por día ?: accept any suitable response
[3] Tengo quince años: accept any suitable question
[4] Voy a dormir: accept any suitable response

TASK 1
Theme 1
Card E

ROLE PLAY

Indicative content

- **¿Qué desea?**

1. Order something to eat or drink[1]

   - **Muy bien.**

2. Ask how much it is.[2]

   - **Son siete euros con veinte. ¿Algo más?**

3. Say what else you would like.[3]

   - **Vale**

4. Say what the weather is like.[4]

   - **Es verdad.**

Look for and reward any valid alternatives.

---

[1] Quiero un helado de fresa: accept any suitable response
[2] ¿Cúanto es?: accept any suitable question
[3] Quisiera una coca-cola por favor: accept any suitable response
[4] Hace calor: accept any suitable response

GCSE Spanish Unit 1: Oracy

53

TASK 1
Theme 1
Card F

ROLE PLAY

Indicative content

- **¿Llevas uniforme escolar?**

1. Say what you wear to school.[1]

- **¿Qué quieres comprar?**

2. Say what you would like to buy in the clothes shop.[2]

- **Muy bien. ¿Qué talla necesitas?**

3. Ask if they have medium size.[3]

- **Claro. ¿De qué color?**

4. Say what colour you need.[4]

- **Está muy a la moda.**

Look for and reward any valid alternatives.

---

[1] Llevo un jersey verde: accept any suitable response
[2] Me gustaría comprar una camiseta: accept any suitable response
[3] ¿Tienes en talla mediana?: accept any suitable question
[4] Necesito rojo: accept any suitable response

GCSE Spanish Unit 1: Oracy

TASK 1
Theme 2
Card A

ROLE PLAY

Indicative content

- **¿Cómo puedo ayudarle?**

1. Say what type of accommodation you want to book.[1]

- **Muy bien.**

2. Ask where it is.[2]

- **Está en la costa. ¿Para cúantas noches?**

3. Say how long you are staying for.[3]

- **Perfecto. ¿Cómo va a volver a Gales?**

4. Say which method of transport you will use to travel home.[4]

- **Qué bien.**

Look for and reward any valid alternatives.

---

[1] Quiero reservar una habitación individual: accept any suitable response
[2] ¿Dónde está?: accept any suitable question
[3] Es para quince días: accept any suitable response
[4] Voy a viajar en tren: accept any suitable response

TASK 1
Theme 2
Card B

<div align="center">

ROLE PLAY

</div>

Indicative content

- **¿Cómo puedo ayudarle?**

1. Say you want to buy a return ticket.[1]

    - **Vale.**

2. Ask what time the train leaves. [2]

    - **Sale a las dos en punto. ¿Adónde va?**

3. Say you are going to visit Barcelona. [3]

    - **Qué interesante. ¿Ya tiene el número del andén?**

4. Say what platform the train leaves from. [4]

    - **Muy bien.**

Look for and reward any valid alternatives.

---

[1] Quiero un billete de ida y vuelta: accept any suitable response
[2] ¿A qué hora sale el tren?: accept any suitable question
[3] Voy a visitar Barcelona: accept any suitable response
[4] El tren sale del andén número cuatro: accept any suitable response

TASK 1
Theme 2
Card C

ROLE PLAY

Indicative content

- **¿Cómo puedo ayudarle?**

1. Say you would like to buy a ticket.[1]

   - **Vale.**

2. Ask how much it costs.[2]

   - **Son trece euros. ¿Adónde va?**

3. Say where you are going.[3]

   - **Estoy de acuerdo. ¿A qué hora necesita llegar allí?**

4. Say what time you need to arrive.[4]

   - **Vale, buen viaje.**

Look for and reward any valid alternatives.

---

[1] Me gustaría comprar un billete: accept any suitable response
[2] ¿Cuánto es?: accept any suitable question
[3] Voy a Madrid: accept any suitable response
[4] Tengo que llegar antes de las dos: accept any suitable answer

TASK 1
Theme 2
Card D

ROLE PLAY

Indicative content

- **¿Cómo puedo ayudarle?**

1. Say you are looking for the museum.[1]

   - **El museo está al final de la calle.**

2. Ask what time it opens.[2]

   - **Abre a las diez. ¿Para cuánto tiempo queda aquí?**

3. Say how long you are staying in the area for.[3]

   - **Muy bien. ¿Qué planes tiene para mañana?**

4. Say what you will do tomorrow.[4]

   - **Qué interesante.**

Look for and reward any valid alternatives.

---

[1] Busco el museo: accept any suitable question
[2] ¿A qué hora abre?: accept any suitable question
[3] Paso una semana en el pueblo: accept any suitable response
[4] Voy a visitar el museo: accept any suitable response

TASK 1
Theme 2
Card E

ROLE PLAY

Indicative content

- **¿Cómo puedo ayudarle?**

1. Say that you would like to change rooms.[1]

- **Muy bien. ¿Qué va a visitar hoy?**

2.   Say what you want to visit.[2]

- **Qué interesante. ¿Cuántos días va a quedarse en el hotel?**

3. Tell the receptionist how long you are staying for.[3]

- **Vale.**

4. Ask what time the restaurant in the hotel closes .[4]

- **Se cierra a las once.**

Look for and reward any valid alternatives.

---

[1] Me gustaría cambiar de habitación: accept any suitable response
[2] Quiero ir a la playa: accept any suitable response
[3] Me quedo dos semanas: accept any suitable response
[4] ¿A qué hora cierre el restaurante?: accept any suitable question

TASK 1
Theme 2
Card F

ROLE PLAY

Indicative content

- **¿Cómo puedo ayudarle?**

1. Say you want a double room.[1]

   - **Muy bien. ¿Cuántos días va a quedar en el hotel?**

2. Say you prefer to stay for two weeks.[2]

   - **Perfecto, voy a hacer la reserva. ¿Quiere alquilar una bicicleta?**

3. Say you will hire a bike.[3]

   - **Vale.**

4. Ask how much it costs in total.[4]

   - **Son dos mil euros.**

Look for and reward any valid alternatives.

---

[1] Quiero reservar una habitación doble: accept any suitable response
[2] Quiero quedarme quince días: accept any suitable response
[3] Voy a alquilar un bicicleta: accept any suitable response
[4] ¿Cuánto cuesta en total?: accept any suitable question

Task 2

This task tests the candidate's ability to communicate in speech.

Each candidate will be required to give a presentation followed by a discussion based on the presentation.

Task 2 – Presentation and discussion (24 marks)

Assessment Grids for Task 2a (Presentation) (9 marks)
The following Assessment Objectives are tested in task 2a:
- AO1 Understand and respond to spoken language through communication and expression in speaking
- AO3 Demonstrate knowledge of grammar, vocabulary, and sound-spelling correspondence.

AO1: (6 marks for communication and expression in speaking)

Band	Marks [6]	AO1 Understand and respond to spoken language through communication and expression in speaking
3	5-6	• Consistently communicates information, always describes and narrates events. • Able to consistently develop ideas with extended responses. • The message is always comprehensible.
2	3-4	• Communicates information, frequently describes and narrates events. • Able to develop ideas with some extended responses. • The message is generally comprehensible.
1	1-2	• Communicates minimal information. • May need some teacher prompting. • Limited ideas expressed, often without extension. • The message is sometimes unclear.
0	0	Response not worthy of credit.

AO3: (3 marks for demonstration of sound-spelling correspondence)

Mark	Descriptor
3	Consistently accurate pronunciation and intonation, with few lapses which do not impede comprehension.
2	Occasionally accurate pronunciation and intonation, with some lapses which may impede comprehension.
1	Minimal accurate pronunciation and intonation, with frequent lapses which frequently impedes comprehension.
0	The response is not worthy of credit

Assessment Grid for Task 2b (Discussion) (15 marks)
AO1: (10 marks)

Band	Marks [10]	AO1 Understand and respond to spoken language through communication and expression in speaking
5	9-10	• Responds appropriately to all questions. • The message is always comprehensible.
4	7-8	• Responds appropriately to almost all questions. • The message is almost always comprehensible.
3	5-6	• Responds appropriately to most questions. • The message is mostly comprehensible.
2	3-4	• Responds appropriately to few questions. • The message is often unclear.
1	1-2	• Responds to few questions. • The message frequently breaks down.
0	0	Response not worthy of credit.

AO3: (5 marks)

Band	Marks [5]	AO3 Demonstrate knowledge of grammar, vocabulary and sound-spelling correspondence.
5	5	• A wide variety of relevant vocabulary and structures are used. • Consistently accurate language – any errors are minor.
4	4	• A variety of relevant vocabulary and structures are used. • Accurate language – there may be few minor errors and very few major errors.
3	3	• Generally relevant vocabulary and structures are used. • Generally accurate language – there may be some minor errors and few major errors.
2	2	• Some relevant vocabulary and structures are used. • Some accurate language – there may be frequent minor errors and some major errors.
1	1	• Limited relevant vocabulary and structures are used. • Limited accuracy – there may be frequent errors both major and minor.
0	0	Response not worthy of credit.

A major error may impact communication.
A minor error may not impact communication.

Assessment Grids for Task 3 (25 marks)

AO1 (20 marks)

Band	Marks [20]	AO1 Understand and respond to spoken language through communication and expression in speaking
5	17-20	• Responds appropriately to all questions. • Able to consistently develop ideas with extended responses. • Explain points of view. • Different time frames are always accurate. • The message is always comprehensible.
4	13-16	• Responds appropriately to almost all questions. • Able to develop ideas with extended responses. • Express factual information and points of view. • Different time frames are mostly accurate. • The message is almost always comprehensible.
3	9-12	• Responds appropriately to most questions. • Able to develop some ideas with occasional extended responses. • Express points of view. • Different time frames are generally accurate. • The message is mostly comprehensible.
2	5-8	• Responds appropriately to few questions. • Able to express some ideas but response is rarely extended. • Express simple opinions. • Different time frames are sometimes accurate. • The message is often unclear.
1	1-4	• Responds to few questions. • Limited ideas expressed, often without extension. • Conveys minimal information. • Time frames are rarely accurate. • The message frequently breaks down.
0	0	Response not worthy of credit.

AO3 (5 marks)

Band	Marks [5]	AO3 Demonstrate knowledge of grammar, vocabulary and sound-spelling correspondence.
5	5	• A wide variety of relevant vocabulary and structures are used. • Consistently accurate language – any errors are minor.
4	4	• A variety of vocabulary and structures are used. • Accurate language – there may be few minor errors and very few major errors.
3	3	• Generally relevant vocabulary and structures are used. • Generally accurate language – there may be some minor errors and few major errors.
2	2	• Some relevant vocabulary and structures are used. • Some accurate language – there may be frequent minor errors and some major errors.
1	1	• Limited vocabulary is used. • Limited accuracy – there may be frequent errors both major and minor.
0	0	Response not worthy of credit.

A major error may impact communication.
A minor error may not impact communication.

Mapping of tasks to assessment objectives

Unit 1

Task	Mark allocation			
	Total Marks	**AO1 Marks**	**AO2 Marks**	**AO3 Marks**
1. Role play	11	0	8	3
2. Presentation and discussion	24	16	0	8
3. Conversation	25	20	0	5
Total marks	**60**	**36**	**8**	**16**

Information for candidates

The following information has been taken from the JCQ Information for candidates – non-examination assessments and the JCQ Artificial Intelligence (AI) Use in Assessments: Protecting the Integrity of Qualifications. This tells you about things that you **must** and **must not** do when you are completing your assessment. If there is anything that you do not understand, you **must** ask your teacher.

Preparing your work

- When you submit your work and sign your candidate declaration form, you need to ensure that your final product reflects your own independent work and isn't copied or paraphrased from another source such as an AI tool.
- If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.
- If you worked as part of a group on a task, you **must** each write up your own account of the assignment. Even if the data you have is the same, you **must** describe in your own words how that data was obtained, and you **must** independently draw your own conclusions from the data.
- Take care of your work and keep it safe. **Do not** leave it lying around where your classmates can find it or share it with anyone, including posting it on social media. You **must** always keep your work secure and confidential whilst you are preparing it; **do not** share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.
- **Do not** be tempted to use pre-prepared online solutions (such as those produced by AI tools and chatbots) – this is cheating. Electronic tools used by WJEC can detect this sort of copying.
- You **must not** write inappropriate, offensive or obscene material.

Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.** Don't think you won't be caught; there are many ways to detect plagiarism:
- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists – they may have read the source you are using, or even marked the work you have copied from!
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Penalties for breaking the regulations

If it is discovered that you have broken the regulations, one of the following penalties will be applied:
- the piece of work will be awarded zero marks
- you will be disqualified from that unit for the assessment series in question
- you will be disqualified from the whole subject for that assessment series
- you will be disqualified from all subjects and barred from entering again for a period of time.

WJEC will decide which penalty is appropriate.

Remember – it's your qualification so it needs to be your own work.

Candidate Declaration Form

You must complete Part A and Part B of this form

Centre No:							Centre Name:	

Candidate No:							Candidate Name:	

Unit Title:	

Part A: Candidate Declaration

References: Give details of the exact source of any non-original material used in the assignment.	**List of software packages/AI tools/chatbots[1]:** Give brief details of how these have been used in the assignment.

Authentication Declaration

I declare that my work was completed independently and without any assistance beyond that which was permitted. All work is my own, except for any non-original material clearly credited above. This work has not been submitted for any other qualification. I have clearly referenced any sources and any Artificial Intelligence tools used in the work. I understand that false declaration is a form of malpractice.

Candidate Signature:	**Date:**

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[1] Where you have used AI tools as a source of information, you must show the name of the AI source used and the date the content was generated. For example: ChatGPT 3.5 (https://openai.com/blog/chatgpt/), 25/01/2023. You must, retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a noneditable format (such as a screenshot) and provide a brief explanation of how it has been used. This must be submitted with your work, so your teacher/assessor is able to review the work, the AI-generated content and how it has been used.

Candidate Time Record Sheet

Centre No:							Centre Name:	
Candidate No:							Candidate Name:	
Unit Title:								

The total time allowed must not exceed 2 hours 20 minutes.

Dates				Time Allowed (2 hours 20 minutes)	
DD	**MM**	**YY**		**Hours**	**Minutes**

I certify that all candidates entered were informed of the above dates.		
Supervisors Signature:		Date:

I confirm that the evidence submitted for assessment has been produced by me without any assistance beyond that allowed		
Candidate's Signature:		Date:

Centre Form

Centre Number:

Candidate order and candidate number e.g.: 1. 20056	Candidate name	Role Play e.g. Card (1a)	Presentation e.g. Theme 3	Conversation e.g. Theme 2	Date
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					

Appendix – Guide to Controls

Unit 1 is internally assessed through NEA. Controls are provided to:
- ensure that all candidates taking a specific qualification spend approximately the same amount of time on their assignments
- prevent third parties from providing inappropriate levels of guidance and input
- mitigate concerns about plagiarism and improve reliability and validity of results
- allow centres an appropriate degree of freedom and control
- allow candidates to produce an original piece of work.

There are a number of different aspects that are controlled within the internal assessment.

These are:
- **supervision** – how closely candidates should be monitored as they carry out the tasks
- **guidance** – how much help you are allowed to provide candidates as they are completing the tasks
- **resources** – whether candidates are allowed access to any resources as they're completing the tasks and if so, what resources
- **collaboration** – whether candidates are allowed to work with others as they're completing the tasks.

Supervision

Unit 1 control (for the preparation of the presentation) the level of supervision is **Indirect**.

Unit 1 control (for the assessment of all speaking tasks) the level of supervision is **Direct**.

Please see the controls in the table below:

Type	Description
Direct	The use of resources is tightly prescribed. The centre must ensure that: • all candidates are within direct sight of the supervisor throughout the session(s) • display materials which might provide assistance are removed or covered • there is no access to e-mail, the internet or mobile phones • candidates complete their work independently • interaction with other candidates does not occur • no assistance of any description is provided. • candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions. Where direct supervision is specified, the centre must ensure that the JCQ No Mobile Phone poster and JCQ Warning to Candidates is displayed.

Indirect	Candidates do not need to be directly supervised at all times. The centre must ensure that: • all candidates participate in the assessment • there is sufficient supervision to ensure that work can be authenticated • the work an individual candidate submits for assessment is his/her own. Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.

Guidance

Unit 1 control (for the preparation of the presentation) the level of guidance is **Permitted**.

Unit 1 control (for the assessment of all speaking tasks) the level of guidance is **Not Permitted.**

Please see the controls in the table below:

Category of Advice/Feedback:	Not Permitted	Permitted
Teachers can:		
Review candidates' work and provide oral and written advice at a **general** level in order to secure a functional outcome.	x	✓
Evaluate progress to date and propose broad approaches for improvement.	x	x
Provide detailed specific advice on how to improve drafts to meet assessment criteria.	x	x
Give detailed feedback on errors and omissions which leave candidates with no opportunity to show initiative themselves.	x	x
Intervene personally to improve the presentation or content of work.	x	x

N.B. In all levels of Guidance, teachers are permitted to intervene/advise on issues of safety.

Resources

One level of resources features throughout the assessment of Unit 1(other than the pre-prepared bullet points for the presentation and the notes made on one-side of A4 paper during the preparation time):

Not permitted	The use of resources is not allowed. Access to the Internet is not permitted. Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions. If the specification allows candidates to bring their own computers or other electronic devices into formally supervised sessions, appropriate checks must be carried out to ensure that all materials stored on the devices is permissible and that access to the internet is disabled.

Collaboration

Collaboration is not permitted. Candidates must not collaborate in any way during the task.

All work produced must be the candidate's own.

Redrafting

Re-drafting is allowed only within the time of the NEA and without teacher feedback.

Time

The total time candidates are allowed to spend on the Unit 1 (preparation of the presentation) is **2** hours.

The total time candidates are allowed to spend on the Unit 1 (preparation (immediately before the Unit 1 assessment) and the actual assessment) is **20** minutes.