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# **GCE MARKING SCHEME**

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**SPANISH SN3 (ORAL)  
AS/Advanced  
1363/01**

**SUMMER 2016**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

**SN1 and SN3  
ORAL MARK SCHEME**

**Oral marking scheme**

These marking criteria have been drawn up to provide teachers and examiners with clear guidance for assessment with reference to defined achievement levels. Prior to candidates taking the test, this set of assessment criteria will be finalised and validated in a standardising and training session which all examiners attend.

**Tasks and Assessment Objectives - Overview**

| <b>Unit 1</b>            |                           | <b>AO1</b> | <b>AO2</b> | <b>AO3</b> |
|--------------------------|---------------------------|------------|------------|------------|
| Topic-based conversation | Communication             | 20         |            |            |
| General conversation     | Communication             | 20         |            |            |
|                          | Accuracy                  |            |            | 5          |
|                          | Range and Variety         |            |            | 5          |
|                          | Pronunciation /Intonation | <u>10</u>  | -          | -          |
|                          |                           | <b>50</b>  |            | <b>10</b>  |
| <b>Unit 3</b>            |                           |            |            |            |
| Structured discussion    | Communication             | 10         |            |            |
| Exposé                   | Communication             | 10         | 20         |            |
|                          | Accuracy                  |            |            | 5          |
|                          | Range and Variety         |            |            | 5          |
|                          | Pronunciation /Intonation | <u>10</u>  | -          | -          |
|                          |                           | <b>30</b>  | <b>20</b>  | <b>10</b>  |

**Communication (AO1/AO2) - General Conversation**

| <b>AS</b>       |  |
|-----------------|--|
| <b>20/19/18</b> | High degree of spontaneity. High level of fluency. High information content. Articulate and to the point.  |
| <b>17/16/15</b> | Good degree of spontaneity. Good interactive atmosphere. Occasional hesitations. Good flow of information.   |
| <b>14/13/12</b> | Interaction and spontaneity limited. Fair degree of fluency with some pauses to think. Has some difficulty responding to unexpected questions. Some reliance on pre-learnt material. |
| <b>11/10/9</b>  | Little spontaneity or natural exchange. Fluency limited because of limited lexis and range of idiom.   |
| <b>8/7/6</b>    | No spontaneity. Unable to clearly formulate views, future plans. Limited flow of information.  |
| <b>5/4/3</b>    | Very hesitant with long pauses. Inadequate responses, lack of everyday lexis and structures. Not a meaningful exchange.  |
| <b>2/1</b>      | A rambling disjointed performance.   |
| <b>0</b>        | Nothing of value.  |

## Communication (AO1/AO2) - Topic-based conversation (oral cards)

AS

10/9

**Good interactive atmosphere.** Operates confidently on rehearsed issues as well as unfamiliar territory. Responds to unexpected questions with a good degree of spontaneity, using direct, unprepared, ad hoc comments. May use some prelearned statements appropriately in context.

**Appropriate level of fluency and initiative.** Feel of 'natural' exchange despite occasional hesitation.

**Good flow of information** including views /opinions, despite some obliqueness in presenting arguments. Able to assimilate and comment on facts and concepts. May ask for clarification, or rephrase some unsatisfactory responses

8/7

**Interaction and spontaneity limited,** some questions not fully understood but may be clarified. Able to operate confidently on familiar ground but has difficulty responding to unexpected questions and/or when challenged. Tendency to be reactive rather than proactive and to answer obliquely. Over-reliance on prepared material.

**Fair degree of fluency** with some pauses to 'think'. Conscientious 'learner', who (still) lacks practice and pace and relies on extensively prepared material in order to maintain fluency.

Maintains **acceptable flow of information** but tends to present facts rather than views and opinions. Some reliance on pre-learned material with mixed information content that lacks focus and tends to exceed the scope of the question asked.

6/5

**Little spontaneity** or **natural interaction** in a range of linguistic settings. Understanding limited: relies heavily on prepared statements which may not match the question and are usually repeated when candidate is challenged /asked for clarification. Short answers predominate, with little scope for expansion.

**Fluency limited** through lack of understanding, limited range of lexis and idiom; imperfect recall of memorised answers.

**Acceptable flow of information** but largely without substance, May attempt to draw some comparisons, sometimes inappropriately. Some repetition of 'learned' key statements without genuine argument /understanding.

4/3

**No spontaneity.** Able to operate interactively in **undemanding everyday situations only.** Frequent misunderstandings. Responses restricted to well rehearsed material and description, often triggered by key words rather than the substance of the question. Unable to clearly formulate views /opinions /future plans, or to present an argument.

**Lacks fluency.** Pronounced hesitations, patchy. Short standard responses may generate semblance of fluency, examiner may have to resolve embarrassing silences.

**Limited flow of information.** May only present one or two unrelated aspects of issue under discussion or in stimulus material.

2/1

Examiner **unable to establish meaningful exchange**. Many questions unanswered owing to lack of understanding - though some very elementary communication still possible. Excessive use of prelearned statements out of context.

**Very hesitant with long pauses**. Constructs elementary sentences word for word. Frequent assistance by examiner.

**Inadequate /inappropriate responses**. due to serious lack of common, everyday vocabulary, no information of any substance conveyed. Intelligible responses tend to be very short standard phrases, prelearned and frequently used inappropriately. Difficult to follow gist.

0

**Total lack of communicative skills**. Examiner unable to establish /maintain exchange on any issue. Line of questioning has to be abandoned frequently because the answers are either unintelligible or do not relate to the question, indicating fundamental lack of understanding.

**No fluency**, no cohesive sentences.

**No relevant information conveyed**. Largely unintelligible except straightforward information.

## Communication (AO1/AO2) - Structured discussion and exposé

### A2

10/9 **Excellent linguistic rapport.** High degree of spontaneity; prompt, direct responses. Quick to grasp examiner's comments and challenges. Frequently takes the initiative, ready to interrupt/contradict examiner and/or ask questions. Articulate and to the point.

**High level of fluency**, in all linguistic situations, with just a few 'natural' hesitations.

**High information content.** Imaginative responses demonstrate the ability to compare, analyse and evaluate, and to present a critical viewpoint, clearly structured arguments, views, opinions, and reasoned judgements.

8/7 **Good interactive atmosphere.** Operates confidently on rehearsed issues as well as unfamiliar territory. Responds to unexpected questions with a good degree of spontaneity, using direct, unprepared, ad hoc comments. May use some pre-learned statements appropriately in context.

**Appropriate level of fluency and initiative.** Feel of 'natural' exchange despite occasional hesitation.

**Good flow of information** including views /opinions, despite some obliqueness in presenting arguments. Able to assimilate and comment on facts and concepts. May ask for clarification, or rephrase some unsatisfactory responses

6/5 **Interaction and spontaneity limited**, some questions not fully understood but may be clarified. Able to operate confidently on familiar ground but has difficulty responding to unexpected questions and/or when challenged. Tendency to be reactive rather than proactive and to answer obliquely. Over-reliance on prepared material.

**Fair degree of fluency** with some pauses to 'think'. Conscientious 'learner', who (still) lacks practice and pace and relies on extensively prepared material in order to maintain fluency.

Maintains **acceptable flow of information** but tends to present facts rather than views and opinions. Some reliance on pre-learned material with mixed information content that lacks focus and tends to exceed the scope of the question asked.

4/3 **Little spontaneity or *natural* interaction** in a range of linguistic settings. Understanding limited: relies heavily on prepared statements which may not match the question and are usually repeated when candidate is challenged /asked for clarification. Short answers predominate, with little scope for expansion.

**Fluency limited** through lack of understanding, limited range of lexis and idiom; imperfect recall of memorised answers.

**Acceptable flow of information** but largely without substance, May attempt to draw some comparisons, sometimes inappropriately. Some repetition of 'learned' key statements without genuine argument /understanding.

2/1 **No spontaneity.** Able to operate interactively in **undemanding everyday situations only.** Frequent misunderstandings. Responses restricted to well-rehearsed material and description, often triggered by key words rather than the substance of the question. Unable to clearly formulate views /opinions /future plans, or to present an argument.

**Lacks fluency.** Pronounced hesitations, patchy. Short standard responses may generate semblance of fluency, examiner may have to resolve embarrassing silences.

**Limited flow of information.** May only present one or two unrelated aspects of issue under discussion or in stimulus material.

0 Examiner **unable to establish meaningful exchange.** Many questions unanswered owing to lack of understanding - though some very elementary communication still possible. Excessive use of pre-learned statements out of context.

**Very hesitant with long pauses.** Constructs elementary sentences word for word. Frequent assistance by examiner.

**Inadequate /inappropriate responses.** Due to serious lack of common, everyday vocabulary, no information of any substance conveyed. Intelligible responses tend to be very short standard phrases, pre-learned and frequently used inappropriately. Difficult to follow gist.

**Total lack of communicative skills.** Examiner unable to establish /maintain exchange on any issue. Line of questioning has to be abandoned frequently because the answers are either unintelligible or do not relate to the question, indicating fundamental lack of understanding.

**No fluency,** no cohesive sentences.

**No relevant information conveyed.** Largely unintelligible except straightforward information.

## Accuracy (AO3)

| AS | A2   |
|----|--|
|    | <b>5</b> Excellent command of grammar and syntax. Consistently correct use of tenses, despite a few errors, some corrected. High degree of accuracy.   |
| 5  | <b>4</b> Evidence of sound grasp of grammar and syntax in a good range of structures. Occasional errors, more frequent in abstract contexts or when arguing a case (i.e. when complex structures are required). They tend to detract from an otherwise convincing performance.         |
| 4  | <b>3</b> In spontaneous responses, the main principles of grammar are applied in concrete contexts. A number of errors may be repeated and may indicate a particular weakness (genders, pronouns, verb endings, tenses, agreement). Prepared responses stand out as almost error-free. |
| 3  | <b>2</b> A degree of accuracy is evident in brief factual statements only, except in pre-learned responses where accuracy is sound. High incidence of elementary errors. Few, if any compound tenses.  |
| 2  | <b>1</b> Very limited evidence of basic grammatical rules applied in short spontaneous utterances only (statements, affirmation, negation). Frequent, recurring errors, except in prepared responses. May appear careless.   |
| 1  | <b>0</b> Rudimentary grasp only of basic grammar, evident in just one or two short responses. Fragmented, incomplete sentences. One-word answers. No sense of structure or patterns. Meaning unclear.  |
| 0  | No evidence of understanding linguistic principles.  |



## Range and Idiom (AO3)

| AS | A2   |
|----|--|
|    | <p><b>5</b> Wide, at times adventurous range of appropriate structures and lexis. Firm grasp of target language idiom, applied with high degree of sophistication. Able to adapt to changing linguistic demands and to handle a variety of appropriate structures with ease. Assured sense of register. Uses language imaginatively to achieve desired effect. Evidence of style, nuance.</p>                              |
| 5  | <p><b>4</b> Good range of structures and lexis to suit a variety of unforeseen linguistic situations, but some limitation in abstract contexts Able to readjust range and idiom as the discussion develops, when characteristic target language structures are used with a degree of confidence. Reasonable feel for register appropriate to the situation. Less common topic-specific vocabulary used to good effect.</p> |
| 4  | <p><b>3</b> Able to use a limited range of structures and lexis in unprepared responses. Range of tenses limited but sound. Evidence of some mother tongue interference. Some vocabulary lacking or used inappropriately. Misplaced jargon/ colloquialisms in ad hoc responses. Prepared responses tend to reflect a wider range.</p>  |
| 3  | <p><b>2</b> Mixed performance: Confident use of a range of patterns in well rehearsed situations. However, unprepared responses lack variety and tend to reflect no <i>more than</i> basic idiomatic usage, with spontaneous use of structures, subordinate clauses and lexis limited to the most common. Short sentences predominate; but some pre-learned extended responses may be used appropriately in context.</p>   |
| 2  | <p><b>1</b> Range of structures and lexis adequate only for transactional use /factual statements in everyday situations. High incidence of native language interference, few target language patterns except in pre-learned responses.</p>  |
| 1  | <p><b>0</b> Elementary grasp of idiomatic usage. Brief responses, applied in familiar contexts. Tends to confuse registers. Present tense, irrespective of question asked. Uses infinitive indiscriminately.</p>   |
| 0  | <p>Virtually no understanding of linguistic principles - strings words together randomly. Vocabulary and structures inadequate for the job. Largely unintelligible.</p>  |

## Pronunciation and Intonation (AO1)

| AS   | A2   |   |
|------|------|---|
| 10/9 | 10/9 | Convincing performance of a non-native speaker. High level of <i>authenticity</i> in producing the characteristically target language sounds. Pronunciation still slightly affected by the mother tongue, but without any outstanding, identifiable errors. Delivery fluent. Intonation follows target language sentence patterns with a ring of authenticity. Very few lapses. Correct pronunciation of all non-English /non-Welsh phonemes. |
| 8/7  | 8/7  | Clear evidence of the candidate being reasonably familiar with target language sound system and trying to pronounce all sounds correctly. A few lapses and one or two errors which may be repeated, but these are not obtrusive. Although <i>some</i> English/Welsh interference is evident in intonation the overall impression is nevertheless convincing. All utterances are intelligible.   |
| 6/5  | 6/5  | Satisfactory performance. Candidate clearly makes an effort to pronounce foreign sounds correctly, though not always successfully. A number of errors related to the characteristic sounds of the target language, some persistent. Intonation tends to be coloured by mother tongue. Some responses difficult to understand.   |
| 4/3  | 4/3  | Unconvincing performance, unauthentic, no sign of the candidate trying to imitate foreign sounds and/or intonation patterns correctly. Frequent errors in pronunciation, diction and intonation cause misunderstandings. Some responses unintelligible.   |
| 2/1  | 2/1  | Virtually unable to break away from English/ Welsh mould in pronunciation and intonation, causing serious problems in communication. Few redeeming features, may attempt to reproduce one or two of the 'non-English /non-Welsh' sounds correctly. Little or no awareness of the 'otherness' of the foreign sound system and intonation patterns.   |
| 0    | 0    | No evidence of correct pronunciation and Intonation. Frequently unintelligible.   |