Rewarding Learning

General Certificate of Secondary Education
2024

Spanish

Unit 1: Listening

Foundation Tier

[GSH11]

TUESDAY 28 MAY, AFTERNOON

MARK SCHEME

General Marking Instructions

Introduction
Mark schemes are intended to ensure that the GCSE CCEA Assessment Resources are marked consistently and fairly. The mark schemes provide teachers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives
Below are the assessment objectives for **GCSE Spanish**

Candidates must:

AO1 Understand and respond to different types of spoken language;

AO2 Communicate and interact effectively in speech;

AO3 Understand and respond to different types of written language; and

AO4 Communicate in writing.

Quality of candidates' responses
In marking the CCEA Assessment Resources, teachers should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old.

Flexibility in marking
Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, teachers are expected to use their professional judgement to assess the validity of answers.

Positive marking
Teachers are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Teachers should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

It should also be noted that half marks are not given. Therefore, a candidate can only be awarded 0, 1, 2 marks etc. depending on the number of marks available for that question.

Where candidate responses are unclear and do not follow the question rubric the following guidelines for marking may also be used:

Candidates ignore the instruction/misapply the rubric.

- If candidates are instructed to answer a question in English and answer in the Target Language, or vice versa, they cannot be awarded marks for this.
- When candidates are asked to select answers from a list and they select more than instructed, they will have one mark deducted from the total number of correct answers for every extra answer that they select, to a minimum mark of zero. For example if they are asked to select four correct phrases and they select five, they will have one mark taken off the total number of correct answers.

- If candidates are asked to select four and select six, they will have two marks taken off the total number of correct answers.
- If candidates are asked to select one answer and select more than one, they cannot receive any marks for the answer.

Where candidates indicate their answer by writing an 'X' instead of a tick, as instructed, please accept 'X' as a valid answer.

Candidates cross out a letter/untick a box.

- If it is clear to the marker that one answer has been de-selected and another selected, the mark can be awarded for a correct answer.

English/Target Language answers.

- Mark schemes will include the anticipated responses and some others deemed credit-worthy by the examining team.

Quality of English/Target Language.

- Where spelling and grammar in English or the Target Language impede understanding, candidates will not be awarded marks.

Awarding zero marks
Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes
Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response
Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, teachers should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, teachers are expected to use their professional judgement. The following guidance is provided to assist teachers.

- ***Threshold performance:*** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- ***Intermediate performance:*** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- ***High performance:*** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Section A

Questions and answers **in English.**

				AVAILABLE MARKS
1	**(a)**	B	[1]	
	(b)	E	[1]	
	(c)	C	[1]	
	(d)	D	[1]	4
2	**(a)**	B	[1]	
	(b)	C	[1]	
	(c)	A	[1]	
	(d)	C	[1]	4
3	**(a)**	D, F	[2]	
	(b)	A, G	[2]	
	(c)	B, H	[2]	6
4	**(a)**	2, B	[2]	
	(b)	4, A	[2]	
	(c)	3, D	[2]	6
5	**(a)**	C	[1]	
	(b)	A	[1]	
	(c)	E	[1]	
	(d)	B	[1]	4

				AVAILABLE MARKS
6	**(a)**	Jacket/blazer	[1]	
	(b)	Skirt	[1]	
	(c)	Jumper, jeans	[2]	
	(d)	Scarf	[1]	
	(e)	Trainers	[1]	6
7	**(a)**	G	[1]	
	(b)	C	[1]	
	(c)	F	[1]	
	(d)	E	[1]	
	(e)	A	[1]	
	(f)	D	[1]	6
8	**(a)**	A, B (in this order)	[2]	
	(b)	C, B (in this order)	[2]	
	(c)	B, C (in this order)	[2]	6
			Section A	**42**

Section B

Questions and answers **in Spanish.**

				AVAILABLE MARKS
9	**(a)**	B	[1]	
	(b)	C	[1]	
	(c)	A	[1]	3
10	**(a)**	B	[1]	
	(b)	D	[1]	
	(c)	A	[1]	
	(d)	C	[1]	
	(e)	E	[1]	5
11	**(a)**	B	[1]	
	(b)	A	[1]	
	(c)	C	[1]	
	(d)	A, B (in this order)	[2]	5
12	**(a)**	D	[1]	
	(b)	E	[1]	
	(c)	A	[1]	
	(d)	F	[1]	
	(e)	B	[1]	5
			Section B	**18**
			Total	**60**