



**2008 Spanish**

**Higher – Listening/Writing**

**Finalised Marking Instructions**

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## **Section A – General Points**

Correct points should be marked with a tick and the total number of marks written in the inside margin after each heading.

No marks should be given for points written under a different heading unless they would also answer that heading. In such a case the mark should be transferred to the total for the heading under which the mark was originally allocated. Where candidates list irrelevant information, no credit should be given for this, even if there is some correct information in the middle of it.

The total number of points scored should be written in the inner margin at the end of Section A.

**2008 Spanish  
Higher – Listening**

**Marking Instructions**

Questions/Acceptable answers		Acceptable answers	Unacceptable
1.	<p><b>Why does Elena love being on holiday?</b> <span style="float: right;"><b>1 point</b></span></p> <ul style="list-style-type: none"> <li>• for a rest</li> </ul>		<p>to relax for a good time for a break</p>
2. (a)	<p><b>What was the atmosphere like at home during the holidays when she was younger?</b> <span style="float: right;"><b>1 point</b></span></p> <ul style="list-style-type: none"> <li>• quiet</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• relaxed</li> </ul>	<p>calm/calmer peaceful</p>	<p>restful</p>

Questions/Acceptable answers		Acceptable answers	Unacceptable
2.	<p><b>(b) Describe a typical morning in her family. 2 points</b></p> <ul style="list-style-type: none"> <li>• got up when you wanted</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• before 11</li> <li>• late breakfast</li> <li>• go to pool (together)</li> </ul> <p style="text-align: center;"><b>(Any 2 from 3)</b></p>	<p>when she thinks she needs to get up late and have breakfast (1 point)</p> <p>eat breakfast later</p>	<p>at 11 o'clock after 11 o'clock got up early</p> <p>eats late eats lunch late</p> <p>go swimming</p>

Questions/Acceptable answers		Acceptable	Unacceptable
3.	<p>(a) <b>What does Elena say her family is not?</b> <b>1 point</b></p> <ul style="list-style-type: none"> <li>• a model family</li> </ul> <p>(b) <b>What does she say is needed to help solve the fights and quarrels that take place at home?</b> <b>1 point</b></p> <ul style="list-style-type: none"> <li>• a sense of humour</li> </ul>	ideal	perfect  humorous a bit of humour say something funny
4.	<p><b>How does Elena feel about holidays with her parents?</b> <b>2 points</b></p> <ul style="list-style-type: none"> <li>• boring</li> <li>• (although) she has a good time (with them)</li> </ul>	tedious dull	rubbish  gets on well with them they bore her

	Questions/Acceptable answers	Acceptable	Unacceptable
5.	<p><b>What does Elena say are the disadvantages of going on holiday with parents?</b> <span style="float: right;"><b>2 points</b></span></p> <ul style="list-style-type: none"> <li>• they prepare/organise everything <u>without consulting</u></li>   <li>• they control you (all the time)</li>   <li>• they want you to come home before/by/at 12</li>   <li>• they don't let you go to clubs as they think you'll get drunk</li> </ul> <p style="text-align: right;"><b>(Any 2 from 4)</b></p>	<p>...without asking (you)</p> <p>they are very controlling they take control they control everything</p>	<p>not consulted on where to go</p>

Questions/Acceptable answers		Acceptable	Unacceptable
6.	<p><b>What are the advantages of going on holiday with parents, according to Elena?</b></p> <ul style="list-style-type: none"> <li>• find/get/organise everything</li> <li>• pay for everything</li> <li>• don't have to worry about any problems</li> <li>• fix/sort out everything (problems)</li> </ul> <p style="text-align: right;"><b>(Any 2 from 4)</b></p>	<p style="text-align: right;"><b>2 points</b></p> <p>look for and organise it all</p> <p>..worry about anything ..worry about things going wrong</p> <p>solve/resolve problems sort everything out deal with any problems</p>	<p>if there are any problems she can go to them</p>



Questions/Acceptable answers		Acceptable	Unacceptable
8.	<p>(a) <b>At what age does Elena think youngsters should be able to go on holiday with friends?</b> <b>1 point</b></p> <ul style="list-style-type: none"> <li>• 15 or 16</li> </ul>	15 to 16	wrong numbers
	<p>(b) <b>What does she say youngsters must learn to do?</b> <b>1 point</b></p> <ul style="list-style-type: none"> <li>• become/to be independent</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• stand on own two feet</li> </ul>	get by on your own look after yourself	more dependant in life not depend on yourself  to defend yourself in your life stand up for yourself
9.	<p><b>Why would Elena like to go to Venice?</b> <b>1 point</b></p> <ul style="list-style-type: none"> <li>• visit friend who is studying there</li> </ul>	she has a friend who studies there one of her group/gang studies there	a friend she wants to visit

Questions/Acceptable answers		Acceptable	Unacceptable
10.	<p><b>(a) What did Elena's sister recently tell her parents? 1 point</b></p> <ul style="list-style-type: none"> <li>going camping (on holiday) with boyfriend</li> </ul>	<p>thinking of going camping... she wanted to go camping... fiancé</p>	<p>on holiday in countryside she went camping</p>
	<p><b>(b) What was their reaction? 1 point</b></p> <ul style="list-style-type: none"> <li>angry</li> </ul>	<p>annoyed furious went crazy</p>	<p>not happy shocked worried disapproved they didn't think it was a good idea not pleased</p>

## Higher Writing

Task: Short essay

Assessment Process: • With reference to *Content, Accuracy and Language Resource*, assess the overall quality of the response and allocate it to a pegged mark.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	10	<ul style="list-style-type: none"> <li>• The topic is covered fully, in a balanced way, including a number of complex sentences.</li> <li>• Some candidates may also provide additional information.</li> <li>• A wide range of verbs/verb forms and constructions is used. There may also be a variety of tenses.</li> <li>• Overall this comes over as a competent, well thought-out response to the task which reads naturally.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate handles all aspects of grammar and spelling accurately, although the language may contain some minor errors or even one more serious error.</li> <li>• Where the candidate attempts to use language more appropriate to post-Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate is comfortable with almost all the grammar used and generally uses a different verb or verb form in each sentence.</li> <li>• There is good use of a variety of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order.</li> <li>• The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing.</li> <li>• The language flows well.</li> </ul>
Good	8	<ul style="list-style-type: none"> <li>• The topic is addressed, generally quite fully, and some complex sentences may be included.</li> <li>• The candidate uses a reasonable range of verbs/verb forms and other constructions.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate generally handles verbs and other parts of speech accurately but simply.</li> <li>• There may be some errors in spelling, adjective endings and, where relevant, case endings.</li> <li>• Use of accents may be less secure.</li> <li>• Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately.</li> <li>• There may be minor misuse of dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• There may be less variety in the verbs used.</li> <li>• Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate.</li> <li>• At times the language may be more basic than might otherwise be expected at this level.</li> <li>• Overall the writing will be competent, mainly correct, but pedestrian.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	6	<ul style="list-style-type: none"> <li>The candidate uses mainly simple, more basic sentences.</li> <li>The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level.</li> <li>The topic may not be fully addressed.</li> <li>In some cases, the content may be similar to that of good or very good examples, but with some serious accuracy issues.</li> </ul>	<ul style="list-style-type: none"> <li>The verbs are generally correct, but basic.</li> <li>Tenses may be inconsistent.</li> <li>There are quite a few errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in the use of accents.</li> <li>Some prepositions may be inaccurate or omitted eg I go the town.</li> <li>While the language may be reasonably accurate at times, the language structure may deteriorate significantly in places.</li> <li>Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate copes with the present tense of most verbs.</li> <li>A limited range of verbs is used.</li> <li>Candidate relies on a limited range of vocabulary and structures.</li> <li>Where the candidate attempts constructions with modal verbs, these are not always successful.</li> <li>Sentences may be basic and mainly brief.</li> <li>There is minimal use of adjectives, probably mainly after “is” eg My friend is reliable.</li> <li>The candidate has a weak knowledge of plurals.</li> <li>There may be several spelling errors eg reversal of vowel combinations.</li> </ul>
Unsatisfactory	4	<ul style="list-style-type: none"> <li>In some cases the content may be basic.</li> <li>In other cases there may be little difference in content between Satisfactory and Unsatisfactory.</li> <li>The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as <i>to be</i>, <i>to have</i>, <i>to play</i>, <i>to watch</i>.</li> <li>While the language used to address the more predictable aspects of the task may be accurate, serious errors occur when the candidate attempts to address a less predictable aspect.</li> <li>The Personal Response may be presented as a single paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to form tenses is inconsistent.</li> <li>In the use of the perfect tense the auxiliary verb is omitted on a number of occasions.</li> <li>There may be confusion between the singular and plural form of verbs.</li> <li>There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order.</li> <li>Several errors are serious, perhaps showing mother tongue interference.</li> <li>There may be one sentence which is not intelligible to a sympathetic native speaker.</li> <li>Overall, there is more incorrect than correct.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate copes mainly only with predictable language.</li> <li>There is inconsistency in the use of various expressions, especially verbs.</li> <li>Sentences are more basic.</li> <li>An English word may appear in the writing or a word may be omitted.</li> <li>There may be an example of serious dictionary misuse.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	2	<ul style="list-style-type: none"> <li>• The content and language may be very basic.</li> <li>• However, in many cases the content may be little different from that expected at Unsatisfactory or even at Satisfactory.</li> </ul>	<ul style="list-style-type: none"> <li>• Many of the verbs are incorrect or even omitted.</li> <li>• There are many errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in spelling and word order.</li> <li>• Prepositions are not used correctly.</li> <li>• The language is probably inaccurate throughout the writing.</li> <li>• Some sentences may not be understood by a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate cannot cope with more than 1 or 2 basic verbs, frequently “has” and “is”.</li> <li>• Verbs used more than once may be written differently on each occasion.</li> <li>• The candidate has a very limited vocabulary.</li> <li>• Several English or “made-up” words may appear in the writing.</li> <li>• There are examples of serious dictionary misuse.</li> </ul>
Very Poor	0	<ul style="list-style-type: none"> <li>• The content is very basic.</li> </ul>	<ul style="list-style-type: none"> <li>• (Virtually) nothing is correct.</li> <li>• Most of the errors are serious.</li> <li>• Very little is intelligible to a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate copes only with “have” and “am”.</li> <li>• Very few words are correctly written in the foreign language.</li> <li>• English words are used.</li> <li>• There may be several examples of mother tongue interference.</li> <li>• There may be several examples of serious dictionary misuse.</li> </ul>

What if....?	
the candidate exceeds the recommended word count?	This in itself need not be important, although it is important to be clear that it is possible to attain top marks, if the writing does not exceed 120 words. It is important to assess what has been written – sometimes by exceeding the word count the candidate’s control of the language deteriorates and this has to be reflected in the mark awarded.
the candidate has been asked to address a topic with two aspects but only addresses one of these?	In such a case the candidate is deemed to have not addressed the task fully. The quality of the language should be assessed and the writing should then be placed in the next category down, eg if the writing would otherwise have been awarded 8, it should instead be awarded 6.
some parts of the writing fit into one category but others are in the next, lower category?	If the better sections contain more sophisticated language, it may still be appropriate to choose the higher marks. However, if the better sections contain relatively basic constructions and attempts to use more sophisticated language are unsuccessful, then it is most likely that the writing is at the 6/4 interface and the Marking Criteria should be used to help the marker come to a final decision.
the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass?	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than wrong, then it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.

[END OF MARKING INSTRUCTIONS]