



2012 Spanish

Advanced Higher
Listening and Discursive Writing

Finalised Marking Instructions

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Section I – Listening
Section II – Discursive Writing

General Procedure

- 1 Before marking proper begins, it is the responsibility of the marking team to fix appropriate standards. The marking process will therefore be divided into two stages: a **preliminary** stage which will be explanatory and aimed at establishing the standards to be applied, and the **marking** stage when scripts will be marked according to an agreed scheme, on the basis of photostat scripts.

- 2 **Preliminary Stage**

This covers the period from the time the markers receive their scripts and photocopies to the Markers' Meeting.

When you receive the first batches of scripts, you should read a sufficient number to feel you have a reasonable impression of the general level of the candidate's work, then mark **provisionally** and in pencil only, as many as you can before the Markers' Meeting with the purpose of testing how the Marking Instructions work in practice. While carrying out this provisional marking, any points which have not been covered by the key, and any other points which may help with the process of standardisation, should be entered on one of the copies of the Marking Key.

The photostat copies should also be marked and brought to the Markers' Meeting, where they will serve as a basis for comparison of standards and general discussion on marking.

- 3 **Markers' Meeting**

In discussion of these Instructions and the photostat scripts, you will have the opportunity of discussing any points of difficulty or any doubt on matters of procedure or marking. You should bring both copies of the Marking Instructions to the meeting, the one with the preliminary notes, the other for the insertion of any amendments made at the meeting. The second, revised copy should be used as the basis for the marking proper. The decisions made at the Markers' Meeting will be binding on markers, and the Marking Instructions, as revised, must be followed closely. Should any reservations occur to you during the course of marking proper, you should mention them in your report, but if the preliminary stage is carried out thoroughly, such reservations should be infrequent.

You may also bring selected scripts with you to the Markers' Meeting if you have encountered any particular points of difficulty which may warrant the examination of complete scripts. However you must scrupulously observe the Scottish Qualifications Authority's ruling that scripts may not be read or marked in public places or on public transport. In general, you must observe the highest standards of caution when carrying scripts about with you. (See Terms and Conditions of Employment of Markers on Form Ex51 (a) sent with your letter of invitation to serve as a marker.)

4 **Marking Stage**

- (a) This covers the period from the Markers' Meeting until the final date for the return of scripts to SQA. By that date all marked scripts, Mark Sheets and Reports should be returned to SQA. Marking should be carried out according to the following scheme, taking into account any modifications of detail which may be decided on at the Markers' Meeting.
- (b) The mark for the Listening section of this paper is out of 30; the mark for the Discursive Writing section is out of 40.
- (c) For Section II, you are requested to keep a record of the number of candidates attempting each question. This information should be included in your Marker's Report.
- (d) In the case of **serious** doubt about an assessment, you must award a mark and then refer the piece of work to the Principal Assessor. To do this, write "PA Referral" underneath the "For Official Use" section on the front of the script and complete a Principal Assessor Referral form (copies of which are enclosed in your marker's pack). (Also see 'Entries on the Mark Sheets' sub-para 3.) **Do not write the reasons on the script itself. Do not make any entry on the outside of the envelope.**

Spanish Advanced Higher
 Listening and Discursive Writing
 Section I – Listening
 Part A

Questions/Acceptable answers		Acceptable/Markers' Notes	Unacceptable answers
1.	<p>What statistics does the International Work Organisation provide about youth unemployment?</p> <ul style="list-style-type: none"> • it has increased by (more than) 7% • in the last 2 years • (almost) 3 times the number of unemployed people <u>over</u> 24 <p style="text-align: right;">(Any 2 from 3)</p>	<p>2 marks</p> <p>Tripled</p>	

Questions/Acceptable answers		Acceptable/Markers' Notes	Unacceptable answers
2.	<p>Where does it say that youth unemployment has got worse?</p> <ul style="list-style-type: none"> • in <u>almost all</u> countries • but <u>especially</u> in Spain and the United States 	2 marks	<p>Almost every country</p> <p>Almost everywhere</p>
3.	<p>Which <i>three</i> groups of young people are particularly vulnerable?</p> <ul style="list-style-type: none"> • those who lack/don't have general/professional education/training/qualifications • those who lack/don't have work experience • people <u>over</u>qualified for the jobs they are doing 	3 marks	<p>Profession</p> <p>Inexperienced</p>

Questions/Acceptable answers		Acceptable/Markers' Notes	Unacceptable answers
4.	<p>What recommendations does the International Work Organisation put forward to combat this problem?</p> <ul style="list-style-type: none"> • <u>promote</u> training (schemes) • discourage leaving school/giving up studies/abandoning education <u>early</u> • activate/put in place <u>subsidised</u> (work) programmes (for young unemployed) 	3 marks	<p>Provide Formation</p> <p>Finishing studies earlier</p> <p>Unemployment benefits</p>

10 marks

Part B

Questions/Acceptable answers		Acceptable/Markers' Notes	Unacceptable answers
1.	<p>According to Antonio, how might the crisis affect Spanish people and their summer holidays?</p> <ul style="list-style-type: none"> • choose <u>cheaper</u> destinations /alternatives/ hols • do temporary/casual/seasonal jobs (instead) • spend summer at home 	<p>3 marks</p> <p>More economic</p> <p>Work</p> <p>Stay at home</p>	<p>Can't afford to go on holiday</p> <p>Part-time Temporal</p>

Questions/Acceptable answers		Acceptable/Markers' Notes	Unacceptable answers	
2.	<p>Why do some people feel they need a holiday to recover from their holiday?</p> <ul style="list-style-type: none"> • holidays not an alternative to city/work stress • <u>package</u> holidays can be stressful • need to adjust/adapt to jet lag • different climate <u>and</u> different food <p style="text-align: right;">(Any 3 from 4)</p>	3 marks	<p>Organised trips</p> <p>Suffer from jet lag Recover from jet lag Get used to jet lag</p> <p>Eating habits change</p>	<p>Holidays just a different type of stress</p> <p>Organising trips Organise holidays</p> <p>Jet lag is stressful</p>
3.	<p>Which two types of leisure activities are referred to by Sara?</p> <ul style="list-style-type: none"> • (more) expensive activities outwith the home • cheap(er) activities in home 	2 marks		

Questions/Acceptable answers		Acceptable/Markers' Notes	Unacceptable answers
4.	<p>What does Antonio say about the number of restaurants and bars in Spain?</p> <ul style="list-style-type: none"> • there are (more than) 350,000 (restaurants and bars) • represents one for every 130 Spaniards/inhabitants • double that of most/other <u>European</u> countries/places <p style="text-align: right;">(Any 2 from 3)</p>	<p>2 marks</p> <p>Twice the number Majority of European countries</p>	<p>350,000 bars</p>

Questions/Acceptable answers		Acceptable/Markers' Notes	Unacceptable answers
5.	<p>What trends have been detected in bars and nightclubs in recent months?</p> <ul style="list-style-type: none"> • attendance has not dropped • but amount being drunk has gone down <u>by</u> (up to) <u>40%</u> • people tend to have one drink only 	<p>3 marks</p> <p>Same number still going Number has stayed the same</p> <p>Alcohol/drink consumption has gone down/fallen/decreased by 40% 40% less drinks consumed</p>	<p>Less presence of people</p>
6.	<p>What forms of home entertainment does Antonio refer to? Mention any three.</p> <ul style="list-style-type: none"> • watch a film/video <u>and</u> have a beer • play computer/video games <u>and</u> traditional / board games • have a <u>nice/good</u> meal/dinner • read a book <p>(Any 3 from 4)</p>	<p>3 marks</p> <p>Movie</p>	

Questions/Acceptable answers		Acceptable/Markers' Notes	Unacceptable answers
7.	<p>According to Sara, how have eating habits changed?</p> <ul style="list-style-type: none"> • people eat out less in restaurants • prefer/eat more in hamburger places <u>or</u> local bars • more carry-outs bought <p style="text-align: right;">(Any 2 from 3)</p>	<p>2 marks</p> <p>Burger bars <u>or</u> neighbourhood bars/bars in their area</p> <p>Get take-aways</p>	Hamburger vans
8.	<p>What does Sara suggest that Spanish people learn to do?</p> <ul style="list-style-type: none"> • enjoy life • without having to spend so much money 	<p>2 marks</p>	Save money

20 marks
Total = 30 marks

Section II – Discursive Writing

Notes on procedure

- 1 There are **40 marks** awarded to the Discursive Writing section.
- 2 The mark should be awarded on the basis of your general evaluation of the essay **based on the Pegged Mark Descriptors on the following page.**
- 3 **Credit**, indicated by a tick where appropriate, may be given for anything good, and may be gained, for example, by a good use of idiom, a well-handled syntactical construction, variety of constructions; a well-organised plan, well-constructed paragraphs, appropriate use of varied register, the sophistication of ideas expressed.

Ticks should not be formally totalled. Instead, they will support a general impression, again based on the Pegged Mark Descriptors.

You may wish to **underline** errors, again, in order to enhance the overall impression of the candidate's performance.
- 4 Poor handwriting, spelling and punctuation may be self-penalising
- 5 The mark awarded should be entered in the **outer right-hand margin** at the end of the question, and then added to the mark for Section I. The resulting total must be entered in the space provided on the outside front cover of the script and transferred to the Mark Sheet.

Categories	Criteria	Pegged marks
Very Good	The language is characterised by a high degree of accuracy and/or may show some flair. Uses a good range of structures and vocabulary appropriate to Advanced Higher with few, if any, errors of spelling and/or punctuation. The essay is well structured and all aspects are relevant to the title.	40
Good	The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher. Contains a reasonable range of vocabulary and structures appropriate to the level. There are few errors in spelling and/or punctuation. The essay has an adequate sense of structure and most aspects are relevant to the title.	32
Satisfactory	Sufficient control of structures appropriate to Advanced Higher to convey meaning clearly. Contains a reasonable range of vocabulary and some complex sentences. Spelling and punctuation are generally correct. The essay has some sense of structure and most aspects have some relevance to the title. Performance may be uneven, but the good outweighs the bad.	24
Unsatisfactory	The language is insufficiently accurate to convey meaning clearly and consistently. Very limited range of vocabulary and/or structures appropriate to Advanced Higher. Inappropriate use of learned material, and possibly some unidiomatic translation from English. The essay may be lacking in structure and less than half of the aspects have any relevance to the title.	16
Poor	The language contains frequent basic errors and/or other tongue interference which seriously impede communication. The essay may be unstructured and few aspects are relevant to the title.	8
Very Poor	No redeeming features	0

[END OF MARKING INSTRUCTIONS]