



**2015 Spanish**

**Intermediate 2 Reading**

**Finalised Marking Instructions**

© Scottish Qualifications Authority 2015

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Assessment team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

## **Part One: General Marking Principles for Spanish Intermediate 2 – Reading**

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

### **GENERAL MARKING ADVICE: Spanish Intermediate 2 – Reading**

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

**Part Two: Marking Instructions for each Question**

Question		Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> <li>Learn a new language</li> <li>Live in a new culture</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1	learn new languages start a new language to try another culture	to learn a language to live 9 cultures
1.	(b)	The Programmed is aimed at students who want to <u>finance their stay</u> abroad and also <u>gain work experience</u> in the hotel industry.	2	to finance their life to finance their stay to fund their stay to earn work experience to experience working...	to be financed to work in finance to learn labour experience
1.	(c)	<ul style="list-style-type: none"> <li>A salary of 50 euros</li> <li>Accommodation in the hotel (you work in)</li> <li>3 meals a day</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	2	lodging in the hotel	any other number

Question			Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers						
2.	(a)		<ul style="list-style-type: none"> <li>Food and clothes</li> </ul>	1	food and clothing							
2.	(b)		<ul style="list-style-type: none"> <li>During the night from Monday – Thursday</li> </ul> <p style="text-align: center;"><b>(Both required for 1 mark)</b></p>	1	at night...	...on Mondays and Thursdays						
2.	(c)		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">There is no car in the drive.</td> <td style="width: 20%;"></td> </tr> <tr> <td>The houses are all holiday homes.</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>The lights are out.</td> <td></td> </tr> </table> <p style="text-align: center;"><b>(Put 2/3 ticks = 0)</b></p>	There is no car in the drive.		The houses are all holiday homes.	✓	The lights are out.		1		
There is no car in the drive.												
The houses are all holiday homes.	✓											
The lights are out.												
2.	(d)	(i)	<ul style="list-style-type: none"> <li>Dirty plates on the table</li> </ul>	1	messy plates on the table dirty dishes on the table	broken plates...						
2.	(d)	(ii)	<ul style="list-style-type: none"> <li>(The burglars )had a meal/dinner/ice cream</li> </ul>	1	Had eaten ice-cream	had frozen dessert stolen the ice-cream taken the ice-cream						

Question		Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
3.	(a)	<ul style="list-style-type: none"> <li>Over 60 year olds</li> </ul>	1	people sixty and above over sixties 60 years +	any other number grown-ups of sixty less than sixty years old sixty year olds
3.	(b)	<ul style="list-style-type: none"> <li>How to create their own blog</li> <li>How to share information with other Internet users (about their interests)</li> <li>How to communicate with their children who live far away</li> <li>How to widen their circle of friends by using social networks</li> </ul> <p style="text-align: right;"><b>(Any 3 from 4)</b></p>	3	make a blog produce their own blog create a blog  pass on information  .....with their kids..  how to extend their circle of friends....	proper blog  compare information find information  communicate with children ....grandchildren ....with people
3.	(c)	<ul style="list-style-type: none"> <li>People who have never touched a computer before</li> </ul>	1	people who have never used... people who have never worked a computer...	people without computers people who do not have a computer

Question			Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
4.	(a)		<ul style="list-style-type: none"> <li>• Visiting family and friends in other regions of Spain</li> <li>• Relaxing in a nice hotel on the coast</li> <li>• Enjoying the peace of a country cottage/house in the country</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	2	<p>...in other parts of Spain</p> <p>relax in a good hotel...</p>	<p>visit different regions of Spain</p> <p>relax in a hotel.</p>
4.	(b)	(i)	<ul style="list-style-type: none"> <li>• To the south of Morocco</li> </ul>	1		<p>Morocco</p> <p>South of Marruecos</p>
4.	(b)	(ii)	<ul style="list-style-type: none"> <li>• (One of) the poorest/most beautiful regions (in the planet).</li> </ul>	1		
4.	(b)	(iii)	<ul style="list-style-type: none"> <li>• Families who have young children</li> <li>• And don't dare to travel to the desert alone/ on their own</li> </ul>	2	<p>families who have little /small children</p> <p>families with little kids</p>	<p>who are attracted to travelling</p> <p>who love to travel to the desert</p> <p>a deserted place</p>
4.	(b)	(iv)	<ul style="list-style-type: none"> <li>• About 70</li> </ul>	1	<p>around seventy</p> <p>Seventy</p>	any other number

Question			Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
4.	(c)	(i)	<ul style="list-style-type: none"> <li>• So the children can learn to appreciate what they have</li> <li>• In comparison with other young people</li> </ul>	2	.....youths	In comparison with others
4.	(c)	(ii)	<ul style="list-style-type: none"> <li>• They live in houses without water/light</li> <li>• They have to walk long distances to get to school</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1	...electricity	<p>there is no clean water</p> <p>they have to travel long distances...</p>
4.	(d)		<ul style="list-style-type: none"> <li>• Materials for schools/jotters/coloured pencils/pens/scissors</li> </ul> <p style="text-align: right;"><b>(Any 2 from 5)</b></p>	1	notebooks	books
4.	(e)		<ul style="list-style-type: none"> <li>• (recently) devastated by floods</li> </ul>	1	destroyed by floods	<p>the area had recently flooded</p> <p>It flooded</p> <p>they had a flood</p>

Question		Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
4.	(f)	<ul style="list-style-type: none"> <li>• Camped out in the open air/in the middle of the desert</li> <li>• Took part in drawing and photography competitions</li> <li>• They learned the techniques of making henna tattoos</li> </ul> <p style="text-align: right;"><b>(Any 1 from 3)</b></p>	<b>1</b>	<p>... in the fresh air..</p> <p>....contest(s)</p>	....course
4.	(g)	<ul style="list-style-type: none"> <li>• There are places in the world where conditions are (very) hard</li> <li>• (and where) life is not as easy as it is (here) in Spain</li> </ul>	<b>2</b>		hard working conditions

[END OF MARKING INSTRUCTIONS]





**2015 Spanish**

**Intermediate 2 Listening**

**Finalised Marking Instructions**

© Scottish Qualifications Authority 2015

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Assessment team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

## **Part One: General Marking Principles for Spanish Intermediate 2 – Listening**

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

### **GENERAL MARKING ADVICE: Spanish Intermediate 2 – Listening**

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

**Part Two: Marking Instructions for each Question**

Question		Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers						
1.	(a)	<table border="1"> <tr> <td>10 euros a week</td> <td>✓</td> </tr> <tr> <td>12 euros a week</td> <td></td> </tr> <tr> <td>20 euros a week</td> <td></td> </tr> </table> <p style="text-align: center;"><b>(2 or more ticks = 0)</b></p>	10 euros a week	✓	12 euros a week		20 euros a week		1		Any other answer
10 euros a week	✓										
12 euros a week											
20 euros a week											
1.	(b)	(i)	Make his bed	1							
1.	(b)	(ii)	Three days a week	1	three times a week	every day					
1.	(c)	(i)	<ul style="list-style-type: none"> <li>• Clean/tidy his bedroom</li> <li>• Wash his parents' car</li> </ul> <p style="text-align: center;"><b>(Any 1 from 2)</b></p>	1							
1.	(c)	(ii)	<ul style="list-style-type: none"> <li>• His parents are not happy</li> <li>• He gets no pocket money</li> </ul> <p style="text-align: center;"><b>(Any 1 from 2)</b></p>	1	his parents are annoyed his parents are unhappy he does not get paid	His parents are angry					
1.	(d)		Alberto is going to look for a part-time job in a restaurant belonging to <u>his uncle</u> or in the <u>sports centre</u> near his house.	2	leisure centre sports hall	Sports shop					

Question		Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
2.	(a)	<ul style="list-style-type: none"> <li>• She goes to music lessons (after school)</li> <li>• She plays the piano</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1	music classes Piano practice	
2.	(b)	<ul style="list-style-type: none"> <li>• Look after her little sister</li> </ul>	1	Babysit her little sister	Help with her little sister
2.	(c)	<ul style="list-style-type: none"> <li>• Go to the cinema</li> <li>• Go shopping</li> </ul>	2	go to the movies go to the shops	
2.	(d)	<ul style="list-style-type: none"> <li>• A cake shop</li> </ul>	1	bakery bakers	sweet shop pasta shop
2.	(e)	<ul style="list-style-type: none"> <li>• Food/dishes from different countries</li> </ul>	1	plates from different countries meals from different countries	many different plates of food different dishes from her country

Question		Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
3	(a)	<ul style="list-style-type: none"> <li>(very) cheerful</li> <li>Good fun/funny</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1	happy	
3.	(b)	<ul style="list-style-type: none"> <li>At primary school</li> </ul>	1		nursery school first year at school first day at school
3.	(c)	<ul style="list-style-type: none"> <li>He doesn't get on with his father</li> </ul>	1		
3.	(d)	<ul style="list-style-type: none"> <li>They play in the same basketball team</li> <li>They are members of the same swimming club</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1	basketball team  they swim for the same team swimming club	basketball  swimming

Question			Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
3.	(e)	(i)	<ul style="list-style-type: none"> <li>Go to a (small) hotel in Mallorca</li> </ul> <p>Accept any other spelling</p>	1		Menorca
3.	(e)	(ii)	<ul style="list-style-type: none"> <li>It's the first time they've gone on holiday without their parents</li> <li>They'll have more freedom</li> </ul>	2	<p>(they are going without their parents)</p> <p>they will have more independence</p> <p>free to do what they want</p>	a lot of fun

[END OF MARKING INSTRUCTIONS]



**2015 Spanish**

**Intermediate 2 Writing**

**Finalised Marking Instructions**

© Scottish Qualifications Authority 2015

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Assessment team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

## Part One: General Marking Principles for Spanish Intermediate 2 – Writing

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b) Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

### GENERAL MARKING ADVICE: Spanish Intermediate 2 – Writing

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

Task:	Letter of application for a job abroad, including information specified in a number of bullet points.						
Assessment Process:	<table><tr><td>1</td><td>With reference to <i>Content, Accuracy and Language Resource</i>, assess the overall quality of the response and allocate it to a pegged mark.</td></tr><tr><td>2</td><td>Check that all 5 unavoidable bullet points have been addressed. (There are 7 bullets, 2 of which include the words “if any” and will not incur penalties if omitted.)</td></tr><tr><td>3</td><td>Deduct 2 marks (ie single marks, not pegged ones) for each bullet not addressed, up to a maximum of 2 bullets. If 3 or more bullets have not been addressed, the mark must be 0.</td></tr></table>	1	With reference to <i>Content, Accuracy and Language Resource</i> , assess the overall quality of the response and allocate it to a pegged mark.	2	Check that all 5 unavoidable bullet points have been addressed. (There are 7 bullets, 2 of which include the words “if any” and will not incur penalties if omitted.)	3	Deduct 2 marks (ie single marks, not pegged ones) for each bullet not addressed, up to a maximum of 2 bullets. If 3 or more bullets have not been addressed, the mark must be 0.
1	With reference to <i>Content, Accuracy and Language Resource</i> , assess the overall quality of the response and allocate it to a pegged mark.						
2	Check that all 5 unavoidable bullet points have been addressed. (There are 7 bullets, 2 of which include the words “if any” and will not incur penalties if omitted.)						
3	Deduct 2 marks (ie single marks, not pegged ones) for each bullet not addressed, up to a maximum of 2 bullets. If 3 or more bullets have not been addressed, the mark must be 0.						



Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	20	<ul style="list-style-type: none"> <li>• All five compulsory areas are covered fully, in a balanced way, including some complex sentences.</li> <li>• Candidates cover the initial bullet points very correctly and competently but also provide detailed information in response to the later bullet points, which are specific to the job advert in question.</li> <li>• A range of verbs/verb forms, tenses and constructions is used.</li> <li>• Overall this comes over as a competent, well thought-out and serious application for a job.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate handles all aspects of grammar and spelling accurately, although the language may contain 1 or 2 minor errors.</li> <li>• Where the candidate attempts to use language more appropriate to 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 the first person of the verb and generally uses a different verb or verb form in each sentence.</li> <li>• Some modal verbs and infinitives may be used, especially at Bullet Point (BP) 5.</li> <li>• There is good use of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order.</li> <li>• The candidate uses co-ordinating conjunctions and/or subordinate clauses, especially from BP 3.</li> <li>• The language flows well.</li> </ul>
Good	16	<ul style="list-style-type: none"> <li>• All five compulsory tasks are addressed, perhaps mainly using less complex sentences.</li> <li>• The responses to bullet points 4 and 5 may be thin, although earlier points are dealt with in some detail.</li> <li>• The candidate uses a reasonable range of verbs/verb forms.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate handles verbs accurately but simply.</li> <li>• There are some errors in spelling, adjective endings and, where relevant, case endings.</li> <li>• Use of accents is 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 one or two examples of inappropriately selected vocabulary, especially in the later bullet points.</li> </ul>	<ul style="list-style-type: none"> <li>• There may be repetition of verbs.</li> <li>• Where relevant, word order is simple.</li> <li>• There may be examples of listing, in particular at BP 3, without further amplification.</li> <li>• There may be one or two examples of a co-ordinating conjunction, but most sentences are simple sentences.</li> <li>• The candidate keeps to more basic vocabulary and structures in the final two bullet points and may only ask for one piece of information eg How much will I earn?</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	12	<ul style="list-style-type: none"> <li>The candidate uses mainly simple, basic sentences.</li> <li>The language is fairly repetitive and uses a limited range of verbs and fixed phrases, eg <i>I like; I go; I play</i>.</li> <li>Area 4 (reasons for application) may be covered in a rather vague manner.</li> <li>Area 5 (questions) may be addressed either with a general question or one single specific question, frequently about money or time off.</li> </ul>	<ul style="list-style-type: none"> <li>The verbs are generally correct, but basic.</li> <li>There are quite a few errors in other parts of speech – gender of nouns, cases, singular/plural confusion.</li> <li>Prepositions may be missing eg <i>I go the town</i>.</li> <li>While the language may be reasonably accurate in the first three areas, in the remaining two, control of the language structure may deteriorate significantly.</li> <li>Overall, there is more correct than incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate copes with the first and third person of a few verbs.</li> <li>A limited range of verbs are used on a number of occasions.</li> <li>Sentences are basic and mainly brief.</li> <li>There is minimal use of adjectives, probably mainly after “is” eg <i>Chemistry is interesting</i>.</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>
Un-satisfactory	8	<ul style="list-style-type: none"> <li>The content is basic.</li> <li>The language is repetitive, eg <i>I like, I go, I play</i> may feature several times within one area.</li> <li>As far as content is concerned, there may be little difference between Satisfactory and Unsatisfactory.</li> <li>While the language used to address BP 1 and 2 is reasonably accurate, serious errors appear during BP 3.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to form tenses is inconsistent.</li> <li>There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion.</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>The final two areas may be very weak.</li> <li>Overall, there is more incorrect than correct.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate copes mainly only with the personal language required at BP 1 and 2.</li> <li>The verbs “is” and “study” may also be used correctly.</li> <li>Sentences are basic.</li> <li>An English word may appear in the writing.</li> <li>There may be an example of serious dictionary misuse.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	4	<ul style="list-style-type: none"> <li>The content and language are very basic.</li> </ul>	<ul style="list-style-type: none"> <li>Many of the verbs are incorrect.</li> <li>There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion.</li> <li>Prepositions are not used.</li> <li>The language is probably inaccurate throughout the writing.</li> <li>Three or four 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.</li> <li>The candidate displays almost no knowledge of the present tense of verbs.</li> <li>Verbs used more than once may be written differently on each occasion.</li> <li>Sentences are very short.</li> <li>The candidate has a very limited vocabulary.</li> <li>Several English 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> <p>OR</p> <ul style="list-style-type: none"> <li>The candidate has not completed at least three of the core bullet points.</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>

<b>What if ...?</b>	
the candidate has failed to copy out the introductory section or has not adapted it to the correct gender?	Pay minimal attention to this. However, it is an initial indication that the candidate probably will not attain the top mark.
three bullet points fit into one category but two others are in the next, lower category?	<p>This is often an indication that you would award the higher category.</p> <p>However, it may be wise to consider which bullet points are better. If the better sections include the first and second bullet points, which are more basic, you are less likely to be generous than if the final bullet points were of a better quality. You must look carefully at the quality of the candidate's work and then come to a decision. When in doubt give the candidate the benefit of the doubt.</p>
the candidate very clearly is applying for an entirely different job to the one on the examination paper?	<p>The maximum award which can be given is 8/20, if the language is considered to be worth 12 or more.</p> <p>If the language is assessed at 8, award the mark 4.</p> <p>Otherwise, award 0.</p>

[END OF MARKING INSTRUCTIONS]