



**National  
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# **2015 Spanish Reading**

## **New Higher**

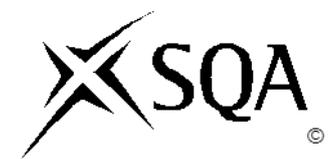
### **Finalised Marking Instructions**

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## General Marking Principles for Higher Spanish 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 detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.
- (c) 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.
- (d) Award a mark to each answer. Marks are not transferable between questions.
- (e) The marks available in this Paper are as follows:
  - (i) Questions 1-7 require candidates to provide answers based on comprehension of information from the text. The marks available for each question range between 1-3 marks.
  - (ii) Question 8 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of two marks available for reference to the text and detailed comment. 1 mark is given for reference to the text and basic comment. 0 marks will be given where candidates show little or no understanding of the overall purpose of the text.
  - (iii) Question 9 is the translation. For this question candidates must translate the underlined section of the text. The section for translation will be divided into five sense units. For each sense unit, 2, 1 or 0 marks will be awarded: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (f) For questions that ask candidates to 'state...' or 'give', candidates must give a brief, accurate response/name.
- (g) We use the term –or any other acceptable answerll to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.
- (h) For live Reading Marking Instructions, there will be a process of illustrating other acceptable answers.

Marking Instructions for each question

Section 1 - Reading

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
1.	(a)	<ul style="list-style-type: none"> <li>To be the first/top/best/number one/the smartest in the class</li> <li>To make/keep their parents happy/to please/to satisfy their parents</li> <li>Because they are fascinated by learning/to learn new things/For the fascination of learning new things/It is fascinating to learn new things/Learning new things fascinates them (Must have new things)</li> </ul> <p>(Any 2 from 3)</p>	2	<p>To be the best in the school</p> <p>They learn fascinating new things They are fascinated by new things (ie the omission of learning) They want to learn new things</p>
	(b)	<ul style="list-style-type: none"> <li>Lost in a new/different atmosphere/environment/surroundings</li> <li>Overwhelmed/overloaded/with the increased amount of/more/increased quantity (of school) work/heavier amount of work/They feel the increased amount (of school) work is too much/They struggle with...</li> </ul> <p>(Any 1 from 2)</p>	1	<p>Distinct They feel lost in a new secondary school</p>

Question	Expected Answer(s)	Max Mark	Unacceptable Answers
2.	<ul style="list-style-type: none"> <li>• They feel the need/they need/it is necessary/there is a necessity to be valued/worthy/appreciated</li> <li>• They feel the need to find meaning in what they do/ They find what they do meaningful</li> <li>• They want to have/be surrounded by a group/gang of close friends</li> <li>• They want to spend time with them/dedicate/ devote (lots of) time to them/their friends/it</li> </ul> <p>(Any 2 from 4)</p>	2	<p>Valuable/price/valuated</p> <p>In what they have/They need to find meaning./regrettable</p> <p>Nearby friends/gang (on its own)/They have a group of friends/They need to make friends/have a gang of friends around them</p> <p>They want to dedicate a lot of time.</p>

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
3.		<ul style="list-style-type: none"> <li>To understand that freedom/liberty brings/involves/comes with/has/implies responsibilities</li> <li>(To understand that if they want to make their own decisions), there will be consequences of their decisions/They will have to deal with/face/live with/pay the consequences of their own decisions/to make them think about the consequences of their decisions/there will consequences derived from their decisions</li> </ul>	2	<p>The freedom of responsibilities/take the responsibility of freedom</p> <p>They have to cheer up. To make decisions (on their own) To make independent decisions.</p> <p>Ignore they have to cheer up/brighten their kids to...if the rest of the answer is correct</p>
4.	(a)	<ul style="list-style-type: none"> <li>They came up against/faced more difficult/very/the most difficult work/homework/tasks/they found the work more difficult</li> <li>They became overwhelmed with the work/the work was overwhelming</li> <li>They (no longer) knew/didn't know how to/couldn't find time (to finish) their work/they didn't have time to finish their work</li> </ul> <p>(Any 2 from 3)</p>	2	<p>Chores Difficult work</p> <p>They had to find more time No longer had time to go out</p> <p>NB no penalty for repeated mistranslation of tareas in bullet points 1 and 3.</p>
	(b)	<ul style="list-style-type: none"> <li>Start with what you like the least/don't like much/least favourite/what you prefer the least</li> <li>Switch/mix/merge/combine/sort between subjects that are more complicated and the ones which are easier</li> </ul>	2	<p>Start with what you don't like/what you like best/better Do less of what you like What you wanted to do</p> <p>Any reference to results</p> <p>NB Study diary/Manage their time is incorrect</p>

Question	Expected Answer(s)	Max Mark	Unacceptable Answers
5.	<ul style="list-style-type: none"> <li>• Teacher's expectations can have a powerful effect on pupil behaviour</li> <li>• Have high/big expectations/aspirations of their students</li> <li>• (Make sure/Ensure) students participate/take part <u>actively/active</u> participation in class/participants are <u>active</u> in the classroom</li> <li>• Vary teaching methods/the way you teach/use a variety of teaching methods</li> <li>• (Progressively/gradually) increase/raise the difficulty of <u>reading material</u></li> </ul> <p>(Any 3 from 5)</p>	3	<p>From their pupils</p> <p>Participate in classroom activities</p> <p>Change the way you teach Educational methods</p> <p>Lecture material/lessons Increment Make progress in the reading materials</p>
6.	<ul style="list-style-type: none"> <li>• An increase/improvement in (academic/school) performance/results/achievement(s)</li> <li>• Pupils know how to/can/are able to/they have learned to develop (their) linguistic/language skills/ability</li> <li>• It gives them confidence/they have confidence/are more confident/it makes them more confident</li> </ul> <p>(Any 2 from 3)</p>	2	<p>Academic productivity/efficiency/school's output</p> <p>Pupils know to develop their linguistic skills Pupils are developing/have developed/developed their linguistic skills. Linguistic habits Proper</p> <p>trust</p>

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
7.	(a)	<ul style="list-style-type: none"> <li>Because they (already) have everything/all they want</li> <li>(Because) this/the idea/it bores them/It generates boredom/The idea is boring/tedious</li> </ul> <p>(Any 1 from 2)</p>	1	<p>Get everything/anything they want Know everything</p> <p>It is generally boring</p>
	(b)	<ul style="list-style-type: none"> <li>(They are studying to learn) to think for themselves/so they can think for themselves/( to learn and) to think for themselves/they have to/must think for themselves</li> <li>(They must educate/train/shape themselves/must study/learn)/to be useful to society/make themselves useful to society/they must become useful for society/they must develop skills to be useful to society</li> </ul> <p>(Any 1 from 2)</p>	1	Learn about yourself

Question	Expected Answer(s)	Max Mark	Unacceptable Answers
8.	<p>Illustrative answers</p> <ul style="list-style-type: none"> <li>• The author thinks that parents and teachers should employ a range of strategies to motivate teenagers. (Assertion) He tells us about Rocío Rodríguez who helped her daughters by suggesting strategies and giving advice on how to cope with their work./He tells us about Paco Bernabéu Martínez who implemented motivational strategies in his classroom. (Justification)</li> <li>• The author's opinion is that there are many strategies to motivate teenagers. (Assertion) He outlines what parents should do to motivate their children./He talks about the findings of a recent study which gives advice to teachers. (Justification)</li> <li>• Overall the writer thinks that it is important to find strategies to motivate teenagers. (Assertion) He gives examples of instances where strategies employed by teachers have had positive results. (Justification)</li> </ul>	2	
		(20)	

Question	Expected Response(s)	Max Mark	Additional Guidance
9.	<p>Translate into English:</p> <p>“La falta ... concentración” (lines 14 to 17)</p> <p><b>Translation</b></p> <p>La falta de atención es otro problema que algunos profesores han observado:</p> <p>Lack of attention is another problem which some teachers have noticed/ the/a lack of attention/(a) failure to pay attention have observed/have seen/have noted several teachers/teachers (2 marks)</p> <p>Absence of attention A low attention span A loss of attention Loss/lack of concentration</p> <p>And some teachers have noticed it (1 mark)</p> <p>The attention fault Fault/flaws/a lacking A low intention span The problem of concentration</p> <p>In other problems</p> <p>Have saw/observe And some teachers have noticed</p> <p>Many teachers/Student teachers (0 marks)</p>	10	<p>The translation into English is allocated 10 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate’s performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown.</p> <p><b>2 - Good:</b> Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English</p> <p><b>1 - Satisfactory:</b> Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English</p> <p><b>0 - Unsatisfactory:</b> The candidate fails to demonstrate sufficient understanding of the essential information.</p>

Question	Expected Response(s)	Max Mark	Additional Guidance
	<p><b>Dicen que es cada vez más difícil</b></p> <p>They say it is more and more difficult/It is said that... It is increasingly difficult/it is becoming harder and harder/it is becoming more and more difficult/it is becoming/getting more and more difficult/ it is ever more difficult (2 marks)</p> <p>It is getting more difficult/it is becoming more difficult/it is getting harder (1 mark)</p> <p>Omission of dicen que Each time/every time/at times It is more difficult (0 marks)</p> <p><b>conseguir que los adolescentes se concentren en un proyecto escolar .</b></p> <p>to get teenagers to concentrate on a school project. To make teenagers concentrate.../to get teenagers concentrating on a school project/the teenagers/make sure the teenagers are concentrating/ keep teenagers focused on a school project/school work (2 marks)</p> <p>To get teenagers concentrated on a school project Young people/in a school project/school projects/a school plan (1 mark)</p> <p>To concentrate in school/obtain/achieve To get the adolescents' concentration/to get teenagers that/who concentrate on/to assure that... The school project/screens/the school plan (0 marks)</p>		

Question	Expected Response(s)	Max Mark	Additional Guidance
	<p>Esto es porque están acostumbrados a ver programas de televisión breves,</p> <p>This is because they are used to watching short television programmes, They are accustomed to watching.../they will be used to.../seeing/television shows/brief/short programmes Accept mis-spelling of programmes (2 marks)</p> <p>Accustomed to watch (1 mark)</p> <p>They were used to watching/they were usually.../they used to watch... They are used to watching tv/watching tv briefly omission of short (0 marks)</p> <p><b>y a usar las redes sociales que requieren un bajo nivel de concentración</b></p> <p>and using social networks which require a low level of concentration. a low concentration level/a short concentration span/and using Social networks requiring a low level of concentration/social media/low levels of concentration (2 marks)</p> <p>A small/short/lower level/a small amount that they require a low level of concentration for (1 mark)</p> <p>Lowest level/which does not require a lot of concentration/social networks require a low level of concentration/standard of concentration (0 marks)</p>		

[END OF MARKING INSTRUCTIONS]



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# 2015 Spanish Directed Writing

## New Higher

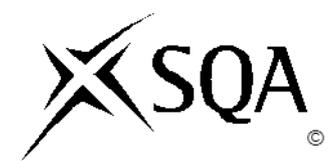
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## General Marking Principles for Higher Spanish Section 2 – Directed Writing

This information is provided to help you understand the general principles that 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. The marking schemes are written to assist in determining the 'minimal acceptable answer' rather than listing every possible correct and incorrect answer.

- (a) Candidates will write a piece of extended writing in Spanish addressing a scenario that has four related bullet points. Candidates must address each bullet point. The first bullet point contains two pieces of information to be addressed. The remaining three bullet points contain one piece of information each. There is a choice of two scenarios and learners must choose one of these.
- (b) Marks for each candidate response must **always** be assigned in line with these General Marking Principles and the specific Marking Instructions for the Directed Writing scenario.
- (c) 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.
- (d) For each of the sections for writing, the marker should select the pegged mark that most closely describes the candidate's performance.
- (e) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Marks should be awarded for the candidate's demonstration of ability in the three main characteristics in writing:
  - (i) Content
  - (ii) Accuracy
  - (iii) Language resource - variety, range, structure
- (a) Markers can award the highest pegged mark for writing even if there are minor errors. These should not detract from the overall impression.
- (b) Candidates may display ability across more than one pegged mark descriptor. Markers should recognise the closeness of the pegged mark descriptors and consider carefully the most appropriate overall pegged mark based on the candidate's performance.
- (c) Markers must adhere to the following general marking principle in situations where the candidate has not addressed one or more bullet points:
  - (i) If a candidate has failed to address one of the bullet points, the **maximum** mark that can be awarded is 6.
  - (ii) If a candidate has failed to address two of the bullet points, the **maximum** mark that can be awarded is 4.
  - (iii) If a candidate has failed to address three or more of the bullet points, the **maximum** mark that can be awarded is 0.

The table below gives further guidance to markers, if:

<p>the candidate only addresses one part of one of the introductory, more predictable bullet point</p>	<p>In such a case the candidate is deemed to have not addressed the bullet point and the maximum mark that can be awarded is 6.</p>
<p>some bullet points fit into one category but others are in the next, lower category</p>	<p>It is important to look carefully at which bullet points are better addressed.          If the better sections include the more predictable, introductory bullet point, the marker is less likely to be generous than if responses to unpredictable bullet points are of a better quality. If there is a serious decline after the initial bullet point, a lower mark must be awarded.          It is also important to consider the balance of the bullet points. Sometimes a candidate writes twice as much about the opening bullet point - or even about information that is not covered by any of the bullet points - as for the three remaining bullet points. In such cases, the lower mark being considered should be awarded</p>
<p>the marker is having great difficulty in deciding whether the writing is good enough to pass</p>	<p>It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than incorrect, it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing</p>
<p>the Directed Writing, from the point of view of content, looks as if it belongs in a top category, but contains some possibly serious grammatical errors as a result of using relatively advanced structures combined with a less than confident knowledge of more basic structures</p>	<p>This is a case where the candidate is more adventurous, but less accurate. It is always important to assess what it is the candidate can do, and thus highlight the positive. However, in such cases, it is likely that the candidate will be awarded 6.</p>

Mark	Content	Accuracy	Language resource: variety, range, structures
10	<ul style="list-style-type: none"> <li>• The content is comprehensive</li> <li>• All bullet points are addressed fully and some candidates may also provide additional relevant information</li> </ul>	<ul style="list-style-type: none"> <li>• The language is accurate in all four bullets. However, where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall very good impression</li> <li>• A comprehensive range of verbs is used accurately and tenses are consistent and accurate</li> <li>• There is evidence of confident handling of all aspects of grammar and accurate spelling, although the language may contain a number of minor errors, or even one serious error</li> <li>• Where the candidate attempts to go beyond the range of the task, 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 language used is detailed and complex</li> <li>• There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order</li> <li>• A comprehensive range of verbs/verb forms, tenses and constructions is used</li> <li>• Some modal verbs and infinitives may be used</li> <li>• The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence</li> <li>• Sentences are mainly complex and accurate</li> <li>• The language flows well</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
8	<ul style="list-style-type: none"> <li>• The content is clear</li> <li>• All bullet points are addressed clearly</li> <li>• The response to one bullet point may be thin, although other bullet points are dealt with in some detail</li> </ul>	<ul style="list-style-type: none"> <li>• The language is mostly accurate</li> <li>• Where the candidate attempts to use detailed and complex language, this may be less successful, although basic structures are used accurately</li> <li>• A range of verbs is used accurately and tenses are generally consistent and accurate</li> <li>• There may be a few errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure, where relevant</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is detailed and complex</li> <li>• In one bullet point the language may be more basic than might otherwise be expected at this level</li> <li>• The candidate uses a range of verbs/ verb forms and other constructions</li> <li>• There may be less variety in the verbs used</li> <li>• The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence</li> <li>• Sentences are generally complex and mainly accurate</li> <li>• Overall the writing will be very competent, essentially correct, but may be pedestrian</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
6	<ul style="list-style-type: none"> <li>The content is adequate and may be similar to that of an 8</li> <li>Bullet points may be addressed adequately, however one of the bullet points may not be addressed</li> </ul>	<ul style="list-style-type: none"> <li>The language may be mostly accurate in two or three bullet points. However, in the remaining one or two, control of the language structure may deteriorate significantly</li> <li>The verbs are generally correct, but basic</li> <li>Tenses may be inconsistent, with present tenses being used at times instead of past tenses</li> <li>There may be errors in spelling, adjective endings and some prepositions may be inaccurate or omitted. There are quite a few errors in other parts of speech - personal pronouns, gender of nouns, adjective endings, cases (where relevant), singular/plural confusion - and in the use of accents (where relevant)</li> <li>Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses</li> </ul>	<ul style="list-style-type: none"> <li>There are some examples of detailed and complex language</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 candidate relies on a limited range of vocabulary and structures</li> <li>There is minimal use of adjectives, probably mainly after – “is”</li> <li>The candidate has a limited knowledge of plurals</li> <li>A limited range of verbs is used to address some of the bullet points</li> <li>The candidate copes with the past tense of some verbs</li> <li>When using the perfect tense, the past participle is incorrect or the auxiliary verb is omitted on occasion</li> <li>Sentences are mainly single clause and may be brief</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
4	<ul style="list-style-type: none"> <li>• The content may be limited and the Directed Writing may be presented as a single paragraph</li> <li>• Bullet points may be addressed in a limited way</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• Two of the bullet points are not addressed</li> </ul>	<ul style="list-style-type: none"> <li>• The language is mainly inaccurate and after the first bullet the control of the language structure may deteriorate significantly</li> <li>• A limited range of verbs is used</li> <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> </ul>	<ul style="list-style-type: none"> <li>• There is limited use of detailed and complex language</li> <li>• The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as to be, to have, to play, to watch</li> <li>• The candidate mainly copes only with simple language</li> <li>• The verbs "was" and "went" may also be used correctly</li> <li>• Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker</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>

Mark	Content	Accuracy	Language resource: variety, range, structures
2	<ul style="list-style-type: none"> <li>• The content may be basic or similar to that of a 4 or even a 6</li> <li>• Bullet points are addressed with difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is inaccurate in all four bullets and there is little control of language structure</li> <li>• Many of the verbs are incorrect or even omitted. There is little evidence of tense control</li> <li>• There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/ plural confusion, prepositions, for instance</li> </ul>	<ul style="list-style-type: none"> <li>• There is little use, if any, of detailed and complex language</li> <li>• Verbs used more than once may be written differently on each occasion</li> <li>• The candidate displays almost no knowledge of the past tense of verbs</li> <li>• The candidate cannot cope with more than one or two basic verbs</li> <li>• Sentences are very short and some sentences may not be understood by a sympathetic native speaker</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
0	<ul style="list-style-type: none"> <li>• The content is very basic</li> <li>• The candidate is unable to address the bullet points</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• <b>Three</b> or more of the bullet points are not addressed</li> </ul>	<ul style="list-style-type: none"> <li>• The language is seriously inaccurate in all four bullets and there is almost no control of language structure</li> <li>• Most errors are serious</li> <li>• Virtually nothing is correct</li> <li>• Very little is intelligible to a sympathetic native speaker</li> </ul>	<ul style="list-style-type: none"> <li>• There is no evidence of detailed and complex language</li> <li>• The candidate may only cope with the verbs to have and to be</li> <li>• There may be several examples of mother tongue interference</li> <li>• English words are used</li> <li>• Very few words are written correctly in the modern language</li> <li>• There may be several examples of serious dictionary misuse</li> </ul>

[END OF MARKING INSTRUCTIONS]



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# 2015 Spanish Listening and Writing

## New Higher

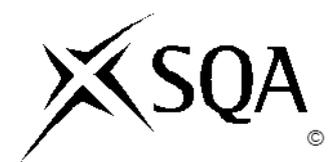
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- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) 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.
- (d) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.
- (e) The marks available in this Paper are as follows:
  - (i) Questions (a) - (e) from Item 1 and all questions from Item 2 require candidates to provide answers based on comprehension of information from the passage. The marks available for each question range between 1-2 marks.
  - (ii) Question (f) from Item 1 is the overall purpose question worth 1 mark. This is always a supported question. In this paper the question is presented in the form of a grid. Where a candidate ticks two or more boxes award zero marks.
- (f) For questions that ask candidates to "state..." or "give", candidates must give a brief, accurate response/name.
- (g) The Marking Instructions indicate the essential idea that a candidate should provide for each answer. We use the term –or any other acceptable answerll to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.
- (h) The utmost care must be taken when entering and totalling marks. Where appropriate, all summations for totals must be carefully checked and confirmed.
- (i) For live Listening Marking Instructions, there will be a process of illustrating other acceptable answers.

Detailed Marking Instructions for each question

Section 1 - Listening

Item 1

Question		Expected Answer(s)	Max Mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> <li>• (She) likes/is interested in/has always liked science/maths.</li> <li>• She likes seeing how things work</li> <li>• She wants to work using her scientific knowledge</li> </ul> <p>(Any 1 from 3)</p>	1	Good at... ... are her favourite subjects
	(b) (i)	<ul style="list-style-type: none"> <li>• It has an international reputation/it is internationally/universally famous/recognised/acclaimed/renowned/it is known around the world</li> </ul>	1	'Good reputation' with no mention of international = 0 International university = 0
	(ii)	<ul style="list-style-type: none"> <li>• She wants to live/stay in/share/rent a flat with her (best) friend(s)</li> <li>• She wants to be away/far/move away from her parents</li> </ul> <p>(Any 1 from 2)</p>	1	Be/live with her friends with no mention of 'flat' Live on her own/wants her own flat Buy a flat

Question	Expected Answer(s)	Max Mark	Unacceptable answers
(iii)	<ul style="list-style-type: none"> <li>• Be(come) independent/have independence/gain independence</li> <li>• Live within her (own) means/get by on her own/ manage on her own</li> </ul> <p>NB Live independently = 1 mark</p> <p>(Any 1 from 2)</p>	1	<p>Learn independently</p> <p>Live on her own/by herself</p>
(c)	<ul style="list-style-type: none"> <li>• Be hardworking/a hard worker/dedicated to work</li> <li>• (Be able to) work in a team/group/be good in a team/ collaborate as part of a team/team work</li> <li>• Leadership</li> </ul> <p>(Any 2 from 3)</p>	2	<p>Manage a team/talk to people/capable of talking to people in a group</p>
(d)	<ul style="list-style-type: none"> <li>• Because there are job offers in <u>other countries</u>/ there are opportunities to work in <u>other countries</u>/ there are jobs <u>abroad</u>/she is/will be able to work/get a job abroad</li> <li>• Because she would love to/wants to <u>live abroad</u> (for a year)/spend time (a year) in another country</li> </ul> <p>(Any 1 from 2)</p>	1	<p>...other places</p>
(e)	<ul style="list-style-type: none"> <li>• 'She is confident about her skills' .</li> </ul>	1	
		(8)	

Item 2

Question		Expected Answer(s)	Max Mark	Unacceptable answers
2.	(a)	<ul style="list-style-type: none"> <li>• He was interested in theatre/drama as a child/ he has always been interested in/liked the theatre</li> <li>• He was a member of/in the (school) cinema/film club</li> <li>• (He decided to) study/studied drama/acting/it at university. (Ignore 'art' as in 'he studied art and drama)</li> <li>• He got a job in television</li> </ul> <p>(Any 2 from 4)</p>	2	<p>He was interested in theatre/drama.</p> <p>Made a cinema club Went to a club Attended drama club</p> <p>Studied 'Arts' on its own.</p>
	(b)	(i)	1	<p>In front of Cameras (on its own)</p>
		(ii)	1	<p>Learned <u>about</u> the other actors Worked with other actors Got to know lots of other actors Learned of</p>

Question	Expected Answer(s)	Max Mark	Unacceptable answers
(c)	<ul style="list-style-type: none"> <li>• He has breakfast with the team/film crew</li> <li>• He reads/checks messages/notes/letters from fans/fan mail</li> <li>• Reads/checks/news of family/friends on social networks</li> <li>• Gets updates on/talks/replies to family/friends on social media</li> <li>• Learns/memorises his lines/script</li> </ul> <p>(Any 2 from 5)</p>	2	<p>He makes breakfast He has breakfast.</p> <p>He sends/replies to messages to his fans</p> <p>NB Arrives at studio at 8 to start at 8.30 = 0</p>
(d)	<ul style="list-style-type: none"> <li>• He spends time with his wife/son/kid/child</li> <li>• He goes (out) for lunch/something to eat/dinner with friends (in the old area of town)</li> <li>• He goes for walks along/on/goes down the beach</li> </ul> <p>(Any 2 from 3)</p>	2	<p>daughter</p> <p>Goes/walks to the beach</p>
(e)	<ul style="list-style-type: none"> <li>• Focus on cinema/film projects/do more cinematic projects/appear in films/do films/be in a film/be in more films</li> <li>• Work on stories/plots that have a (social) message</li> <li>• Travel/visit/see the world with his family</li> </ul> <p>(Any 2 from 3)</p>	2	<p>photography star</p> <p>write stories</p>

Question		Expected Answer(s)	Max Mark	Unacceptable answers
	(f)	<ul style="list-style-type: none"> <li>• People want to watch something on television/people will always watch TV/people want something on TV</li> <li>• (People want) to escape from reality (for a moment)/ helps to escape from daily life</li> <li>• (People want) to be informed/for information/to be up to date with info</li> <li>• (People want) to laugh</li> <li>• They will continue to produce programmes/series</li> </ul> <p>(Any 2 from 5)</p>	2	<p>People always want to watch more To relax</p> <p>Movies/films</p>
			(12)	

## General Marking Principles for Higher Spanish 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 detailed marking instructions, which identify the key features required in candidate responses.*

- (a) Candidates will write 120–150 words in a piece of extended writing in Spanish addressing a stimulus of three questions in Spanish.
- (b) Marks for each candidate response must always be assigned in line with these General Marking Principles and the specific Marking Instructions for the Writing task.
- (c) For each of the sections for writing, the marker should select the pegged mark that most closely describes the candidate's performance.
- (d) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Marks should be awarded for the candidate's demonstration of ability in the three main characteristics in writing:
  - (i) Content
  - (ii) Accuracy
  - (iii) Language resource - variety, range, structure
- (e) Markers can award the highest pegged mark for writing even if there are minor errors. These should not detract from the overall impression.
- (f) Candidates may display ability across more than one pegged mark descriptor. Markers should recognise the closeness of the pegged mark descriptors and consider carefully the most appropriate overall pegged mark based on the candidate's performance.

The table below gives further guidance to markers. 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 mark. 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 Instructions 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.

Mark	Content	Accuracy	Language Resource: variety, range, structures
10	<ul style="list-style-type: none"> <li>• The content is comprehensive.</li> <li>• The topic is addressed fully, in a balanced way.</li> <li>• Some candidates may also provide additional information.</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 language is accurate. However where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall very good impression.</li> <li>• A comprehensive range of verbs is used accurately and tenses are consistent and accurate.</li> <li>• There is evidence of confident handling of all aspects of grammar and spelling accurately, although the language may contain a number of minor errors, or even one serious major error.</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is detailed and complex.</li> <li>• There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order.</li> <li>• A comprehensive range of verbs/verb forms, tenses and constructions is used.</li> <li>• Some modal verbs and infinitives may be used.</li> <li>• The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence.</li> <li>• The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing.</li> <li>• Sentences are mainly complex and accurate.</li> <li>• The language flows well.</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
8	<ul style="list-style-type: none"> <li>• The content is clear.</li> <li>• The topic is addressed clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is mostly accurate. However where the candidate attempts to use detailed and complex language, this may be less successful, although basic structures are used accurately.</li> <li>• A range of verbs is used accurately and tenses are generally consistent and accurate.</li> <li>• There may be a few errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure.</li> <li>• Verbs and other parts of speech are used accurately but simply.</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is detailed and complex.</li> <li>• The candidate uses a range of verbs/verb forms and other constructions.</li> <li>• There may be less variety in the verbs used.</li> <li>• The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence.</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>• Sentences are generally complex and mainly accurate.</li> <li>• At times the language may be more basic than might otherwise be expected at this level.</li> <li>• There may be an example of minor dictionary misuse.</li> <li>• Overall the writing will be very competent, essentially correct, but may be pedestrian.</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
6	<ul style="list-style-type: none"> <li>• The content is adequate and may be similar to that of an 8 or a 10.</li> <li>• The topic is addressed adequately.</li> </ul>	<ul style="list-style-type: none"> <li>• The language may be mostly accurate. However, in places, control of the language structure may deteriorate significantly.</li> <li>• The verbs are generally correct, but basic. Tenses may be inconsistent, with present tenses being used at times instead of past tenses.</li> <li>• There may be errors in spelling, eg reversal of vowel combinations adjective endings and some prepositions may be inaccurate or omitted, eg I went the town. 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>• Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses.</li> </ul>	<ul style="list-style-type: none"> <li>• There are some examples of detailed and complex language.</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 candidate relies on a limited range of vocabulary and structures.</li> <li>• There is minimal use of adjectives, probably mainly after "is".</li> <li>• The candidate has a limited knowledge of plurals.</li> <li>• The candidate copes with the present tense of most verbs.</li> <li>• Where the candidate attempts constructions with modal verbs, these are not always successful.</li> <li>• Sentences are mainly single clause and may be brief.</li> <li>• There may be some dictionary misuse.</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
4	<ul style="list-style-type: none"> <li>• The content may be limited and may be presented as a single paragraph.</li> <li>• The topic is addressed in a limited way.</li> </ul>	<ul style="list-style-type: none"> <li>• The language used to address the more predictable aspects of the task may be accurate. However, major errors occur when the candidate attempts to address a less predictable aspect.</li> <li>• A limited range of verbs is used.</li> <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>• Overall there is more incorrect than correct.</li> </ul>	<ul style="list-style-type: none"> <li>• There is limited use of detailed and complex language and the language is mainly simple and predictable.</li> <li>• The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as to be, to have, to play, to watch.</li> <li>• There is inconsistency in the use of various expressions, especially verbs.</li> <li>• Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker.</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>

Mark	Content	Accuracy	Language Resource: variety, range, structures
2	<ul style="list-style-type: none"> <li>• The content may be basic or similar to that of a 4 or even a 6.</li> <li>• The topic is thinly addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is almost completely inaccurate throughout the writing and there is little control of language structure.</li> <li>• Many of the verbs are incorrect or even omitted. There is little evidence of tense control.</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 correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little use, if any, of detailed and complex language.</li> <li>• The candidate has a very limited vocabulary.</li> <li>• Verbs used more than once may be written differently on each occasion.</li> <li>• The candidate cannot cope with more than one or two basic verbs.</li> <li>• Sentences are very short and some sentences may not be understood by a sympathetic native speaker.</li> <li>• Several English or “made-up” words may appear in the writing.</li> <li>• There are examples of serious dictionary misuse.</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
0	<ul style="list-style-type: none"> <li>• The content is very basic.</li> <li>• The candidate is unable to address the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is seriously inaccurate throughout the writing and there is almost no control of language structure.</li> <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>• There is no evidence of detailed and complex language.</li> <li>• The candidate copes only with “have” and “am”.</li> <li>• There may be several examples of mother tongue interference.</li> <li>• Very few words are written correctly in the modern language.</li> <li>• English words are used.</li> <li>• There may be several examples of serious dictionary misuse.</li> </ul>

[END OF MARKING INSTRUCTIONS]