



**2012 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 marks scored should be written in the inner margin at the end of Section A.

2012 Spanish  
Higher – Listening

Finalised Marking Instructions

	Questions/Acceptable answers	Acceptable answers	Unacceptable
1.	<p><b>How has Mónica just spent her day ? Give details. 1 mark</b></p> <ul style="list-style-type: none"> <li>playing tennis with her friends</li> </ul>	...with friends	...with a friend
2.	<p><b>Why does she say that fast food is bad for you? Mention three things. 3 marks</b></p> <ul style="list-style-type: none"> <li>has lots of cholesterol</li> <li>three times more fattening than normal food</li> <li>it's addictive</li> <li>contains lots of preservatives</li> </ul> <p style="text-align: right;"><b>(Any 3 from 4)</b></p>	<p>It contains It's high in cholesterol It's full of cholesterol</p> <p>Three times as much fat Three times as fatty as It makes you gain three times as much weight</p> <p>You can become addicted to it</p> <p>Lots of cholesterol and preservatives = 2 marks</p>	<p>It has cholesterol It causes high cholesterol It's bad for your cholesterol Lots of calories</p> <p>Three times more cholesterol Three times more greasy Makes you fat Three times more fat/fatter than normal food</p> <p>It's an addiction Lots of students say...</p> <p>Conservatives Additives Additives and preservatives</p>

Questions/Acceptable answers		Acceptable answers	Unacceptable
3.	<p><b>Why are there so many fast food restaurants, according to Mónica?</b></p> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>• companies spend lots of money on advertising</li> <li>• young people want cheap food</li> </ul>	<p>They spend... ...on adverts ...on advertisements ...on publicity</p> <p>Children Youths</p> <p>Like cheap/cheaper food Want to eat cheaply</p>	<p>They get lots of publicity They spend money... They waste.....</p> <p>Lots of people/students</p> <p>It's cheap for young people</p>
4.	<p><b>What statistics did she hear on the radio about young Spanish people and obesity?</b></p> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>• 15% (of young Spaniards) are obese</li> <li>• even worse in USA</li> </ul>	<p>Children</p> <p>America And in the USA it's even more Isn't as bad as in the USA Obesity is higher in USA than in Spain A lot worse</p>	<p>Of Spanish adults/people/population Any other number</p> <p>Overweight</p> <p>The worst in America Just as poor in USA It's worse than the USA</p>

	Questions/Acceptable answers	Acceptable answers	Unacceptable
5.	<p><b>What does Mónica say about Julia, her 16 year old cousin, who is overweight? Give three details. 3 marks</b></p> <ul style="list-style-type: none"> <li>• always eating hot dogs/kebabs</li> <li>• spends all her time in front of computer/lying on couch</li> <li>• always tired</li> <li>• doesn't want to do anything</li> </ul> <p style="text-align: right;"><b>(Any 3 from 4)</b></p>	<p>Eats hotdogs/kebabs all the time</p> <p>Spends her day</p> <p>At/on the computer Collapsed on the sofa Lounging on the sofa Stuck to the sofa On the sofa Sits on the sofa On her couch</p> <p>tired all the time</p> <p>Wants to do nothing She likes to do nothing</p>	<p>She eats a lot of kebabs/hotdogs</p> <p>Spends a lot of time Spends lots of time</p> <p>Doesn't do much Does nothing</p>

	Questions/Acceptable answers	Acceptable answers	Unacceptable
6.	<p><b>What does Mónica say about herself when she was younger? Mention two things. 2 marks</b></p> <ul style="list-style-type: none"> <li>• she was the same (as Julia)</li> <li>• ate a lot of chocolate(s)</li> <li>• hated P.E.</li> </ul> <p style="text-align: center;"><b>(Any 2 from 3)</b></p>	<p>She was exactly like her</p> <p>...chocolate bars/sweets</p> <p>She detested/loathed PE</p>	<p>Sweets.</p> <p>She hated physical exercise  She did not do PE  She never did PE  She did not like PE  She really didn't like PE  ...physics</p>

Questions/Acceptable answers		Acceptable answers	Unacceptable
7.	<p>(a) <b>What was the first thing she did to help her lose weight?</b> <span style="float: right;"><b>1 mark</b></span></p> <ul style="list-style-type: none"> <li>gave up smoking</li> </ul>	She stopped/quit smoking	She started smoking She stopped smoking and did exercise <del>✓</del> e
	<p>(b) <b>What did she change?</b> <span style="float: right;"><b>1 mark</b></span></p> <ul style="list-style-type: none"> <li>her eating habits</li> </ul>	Food habits meals	Dietary habits/routine Diet Her way of eating What she ate Things she ate Changed her food Foodstuffs she ate

	Questions/Acceptable answers	Acceptable answers	Unacceptable
8.	<p><b>She talks about the Mediterranean diet. What does she say? Mention three things. 3 marks</b></p> <ul style="list-style-type: none"> <li>• it's a healthy way of eating</li>   <li>• consists of natural foodstuffs</li>   <li>• basic ingredient is olive oil (which is good for your heart)</li>   <li>• doesn't contain much fat</li> </ul> <p style="text-align: right;"><b>(Any 3 from 4)</b></p>	<p>Very healthy (foods)  Good for your health  They eat healthily  It's a form of healthy eating</p> <p>It has...  It uses...  It contains...  ...natural ingredients  ...natural food</p> <p>It's very healthy with natural foodstuffs = 2 things</p> <p>Main ingredient is...</p> <p>It's not very/too fatty  It's low in fat</p>	<p>A form of healthy food</p> <p>fresh ingredients  nature food  elements  minerals  preservatives</p> <p>it's good for your heart  it contains olive oil  it's based on olive oil</p> <p>Not much grease  Not greasy  Doesn't contain much fatty foods  It's not fattening/fatty</p>

Questions/Acceptable answers		Acceptable answers	Unacceptable
9.	<p><b>What does Mónica say about many young people nowadays? Mention any one thing.</b> 1 mark</p> <ul style="list-style-type: none"> <li>• go everywhere by car</li> <li>• hardly do any exercise</li> </ul> <p><b>(Mark first answer)</b></p>	<p>Always take the car places They drive everywhere Get taken everywhere by car</p> <p>Don't do much exercise Do little exercise</p>	<p>Go to (most) places by car Get about by car</p> <p>Don't do any exercise</p>
10.	<p><b>What activities would do you no harm in her opinion? Mention two activities.</b> 1 mark</p> <ul style="list-style-type: none"> <li>• running</li> <li>• going for a walk</li> <li>• cycling</li> </ul> <p><b>(Any 2 from 3 for one mark)</b></p>	<p>Jogging</p> <p>Walking Stroll</p> <p>Go on a bike Go for a bike ride</p>	<p>competition</p>

**Total 20 marks**

## 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>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
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, to have, to play, 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]