



2012 Spanish

Higher – Reading and Directed Writing

Finalised Marking Instructions

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2012 Spanish Higher: Reading

Marking Key

The comprehension questions are designed to find out whether the candidates have understood the main points of the passage, including where appropriate something of the author's purpose in writing the text.

In the marking schemes which follow, a bullet point designates information required for the award of 1 mark; an underlined word or concept must be evident within an answer before the mark can be awarded.

To assess an answer, tick each piece of information which constitutes a correct point. If the information is subsequently contradicted in the same answer, put a cross through the relevant tick. Similarly, if correct information is accompanied in the same answer by information which shows lack of real understanding, put a cross through the relevant tick.

No marks can be awarded in a sentence whose overall meaning is unclear.

The inclusion of irrelevant information in an answer should not be penalised unless it contradicts the text.

If information required but not given in answer to one question appears in answer to a different question, it cannot be credited with any marks unless it would also correctly answer that question.

The total mark awarded for each question should be written on the inside margin, at the end of the relevant question.

When the comprehension questions have been marked, marks should be totalled and written on the inside margin as a mark out of 20.

Section I – 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 I.

Finalised Marking Instructions

Questions/Acceptable answers		Additional acceptable answers	Unacceptable answers
1.	<p>According to the first paragraph, why do these young people feel no need to go out to look for work? Give three reasons.</p> <ul style="list-style-type: none"> • food on table <u>and</u> fridge full • Internet and phone to speak with friends • a room of their own where they have privacy • pocket money to go out and enjoy <p>(Mark first three answers)</p>	<p>3 marks</p> <p>Dinner/meals (set/put) on the table...</p> <p>Refrigerator full ...fridge stocked ...fridge filled</p> <p>...to communicate with/call/ chat with/talk to friends</p> <p>Their own room... A (bed)room where they enjoy privacy ...in privacy/in private</p> <p>Weekly allowance.. ...to go out and party</p>	<p>Dinner/food/meals made for you Food on their plate New food on the table They have to set the table Food in the fridge</p> <p>Their own room. A clean/proper room Own space Living room Habitat Familiarity ..they enjoy intimacy</p> <p>Weekly pay/payment/money Get paid weekly</p>

Questions/Acceptable answers		Additional acceptable answers	Unacceptable answers
2.	<p>Give details of the numbers and ages of the “ni-ni” generation in Malaga.</p> <ul style="list-style-type: none"> more than 15,000 between the ages of 16 and 29. 	1 mark	<p>Over 15,000.....</p> <p>Any other numbers 15,000 of 16-29 year olds 16-29 year olds</p>
3.	<p>According to a recent report, why does this situation exist? Mention two reasons.</p> <ul style="list-style-type: none"> lack of social pressure failure at school lack of work/jobs <p>(Mark any 2 from 3)</p>	2 marks	<p>Little/limited/scarcity of/no social pressure</p> <p>Lack of social pressure and jobs = 2 marks</p> <p>Academic failure Failing at school School failure Failure in schools</p> <p>Shortage of... Lack of employment The unemployment situation</p> <p>(the) scarce/rare social pressure Less social pressure Poor social pressure The lack of social.</p> <p>Failure of school Failure of schooling Failing schools The school failure Schools’ failure Failures in education</p>

Questions/Acceptable answers			Additional acceptable answers	Unacceptable answers
4.	(a)	<p>What do 10% of young people admit?</p> <ul style="list-style-type: none"> they are not enrolled in any training courses 	<p>1 mark</p> <p>Registered They don't (want to) enroll/sign up for... subscribed to/in</p> <p>...education(al)courses ...vocational courses</p>	<p>Applied for Inscribed Inscripted</p> <p>Information courses Formation courses University courses Education Training No form of education</p>
	(b)	<p>What is their reason for this?</p> <ul style="list-style-type: none"> they think they'll never find a job afterwards 	<p>1 mark</p> <p>They believe... They think they won't find a job</p>	

Questions/Acceptable answers		Additional acceptable answers	Unacceptable answers
5.	<p>In what ways has the job market worsened for young people in recent years, according to Antonio Herrera?</p> <ul style="list-style-type: none"> the job market precarious/unstable 95% of new contracts temporary young workers exploited in jobs with (very) bad conditions and hours <p style="text-align: right;">(Mark any 2 from 3)</p>	<p>2 marks</p> <p>Work market Labour market Industrial market There is an uncertain job market</p> <p>They suffer from great exploitation.... there is a large amount of exploitation....</p> <p>...terrible conditions and hours ...poor conditions and hours ...bad conditions and schedules</p>	<p>Working market</p> <p>The job market has worsened. The job market is scarce The economic crisis has worsened</p> <p>95% of contracts are temporary 95% of young new workers... Part-time contracts Jobs</p> <p>Children exploited... They suffer a big/huge/great exploitation...</p> <p>...conditions and bad hours ...conditions and timetables</p>

Questions/Acceptable answers		Additional acceptable answers	Unacceptable answers
6.	<p>Why are parents understanding towards their children, according to Cristina Alamán?</p> <ul style="list-style-type: none"> they know children have few opportunities (at the moment) 	<p>1 mark</p>	<p>They understand... They are aware that..</p> <p>...don't have many/lots of possibilities/chances</p> <p>..have little chance</p> <p>The children have few opportunities.</p> <p>Small/little chances/possibilities/opportunities</p>

Questions/Acceptable answers		Additional acceptable answers	Unacceptable answers	
7.	<p>(a) What does Cristina Alamán think all the institutions should do?</p> <ul style="list-style-type: none"> fight with the family to support the young people 	1 mark	<p>Struggle with... Battle with... Work with... Fight together with the family</p> <p>..the families/the parents</p> <p>..united with the family...</p>	<p>Schools should fight.. Fight the family Fight next to the family To come together as/like a family Fight together ...as a family</p> <p>United as a family</p>
	<p>(b) Why is she hopeful about the situation?</p> <ul style="list-style-type: none"> <u>almost all</u> young people are studying, working or both 	1 mark	<p>...are students, workers or both</p> <p>...or doing both things</p>	<p>Every day the young people..</p> <p>...doing other things ...have other things to do ..have studied, worked or both ...study, work at this time</p>
	<p>(c) What does she want to believe?</p> <ul style="list-style-type: none"> the majority of young people are positive and ambitious 	1 mark	<p>Most young people... Youths teenagers</p>	<p>The young people Children It will make young people...</p>

Questions/Acceptable answers		Additional acceptable answers	Unacceptable answers
8.	<p>How does Luis Gómez feel about the years he spent as a “ni-ni”?</p> <ul style="list-style-type: none"> not proud/sorry and regrets it 	1 mark	He repents it
9.	<p>Describe in detail his daily routine during that time.</p> <ul style="list-style-type: none"> got up at midday played on the computer all afternoon/evening went out with friends until late at night <p>(Mark first two answers)</p>	2 marks	<p>At 12 (o'clock) At noon</p> <p>Until the end of the night Until late for most of the night</p> <p>Woke up Showered In the middle of the day</p> <p>until late evening until evening in the afternoon/evening all day all night</p> <p>lots of nights until night time until such and such a time at night a lot at night until silly times of the night</p>

Questions/Acceptable answers		Additional acceptable answers	Unacceptable answers
10.	<p>How did his girlfriend react to the situation? Give details.</p> <ul style="list-style-type: none"> • she left him twice • couldn't stand seeing him idle/relaxed/laid back when she came home shattered • she accused him of being lazy <p style="text-align: right;">(Any 2 from 3)</p>	<p>2 marks</p> <p>She dumped him.. She broke up with him.. ...two times</p> <p>she couldn't bear seeing him.. she couldn't handle seeing him...</p> <p>lazy doing nothing</p> <p>...she came home exhausted/drained</p> <p>Criticised him... Labelled him... Branded him... Said he was...</p>	<p>She left him for two weeks</p> <p>She couldn't support</p> <p>Useless Leisure At leisurely</p> <p>...lifeless ...a tramp</p>

Questions/Acceptable answers		Additional acceptable answers	Unacceptable answers
11.	<p>What piece of advice does Luis give in the last sentence of the passage?</p> <ul style="list-style-type: none"> it's never too late to start again 	1 mark	<p>You're never too late to..</p> <p>...to start over ...to begin again ...to make a new/fresh start ...to turn over a new leaf ...to go back and start again</p> <p>To begin To make a start To turn over To turn around To return to a new start To return and start again To return to work To turn over and begin back to the start To go back to the beginning/start</p>

Total 20 marks

Translation into English

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.

Category	Mark	Description
Good	2	Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.
Satisfactory	1	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.
Unsatisfactory	0	The candidate fails to demonstrate sufficient understanding of the essential information and relevant details. Errors may include mistranslation and/or the failure to translate relevant details.

12. UNIT 2

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>“Ahora me siento independiente.”</p>	<p>“Now I feel independent. “I feel independent now.</p>	<p>At the moment... I can feel independent now</p>	<p>I'm independent I sit I am sitting I have become I have independence</p>

12. UNIT 3

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Puedo hacerle un regalo a mi novia o salir porque tengo mi propio dinero.</p>	<p>I can give my girlfriend a present or go out because I have money of my own.</p> <p>I am able to</p> <p>Buy a present Get a present</p> <p>Gift Presents Gifts</p> <p>My own money</p>		<p>Give a gift for myself Treat myself Make a present</p> <p>And</p> <p>Take her out</p>

12. UNIT 4

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Aprecio más el dinero y no derrocho tanto como antes.</p>	<p>I appreciate money more and don't waste as much as before.</p> <p>I value money more</p> <p>Don't squander as much as before</p> <p>I'm not wasting as much as before</p> <p>As much like before</p>	<p>The money My money</p> <p>...as much as I used to/I did before ...so much as/like before ...as often as before ...so often as before</p>	<p>I really appreciate</p> <p>Lots of money Proper money I appreciate money lots</p> <p>I don't have to squander I don't waste any money I won't waste/squander I don't waste like before I don't spend... I don't take it for granted...</p> <p>Stupidly</p>

12. UNIT 5

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>También ha mejorado mi autoestima.”</p>	<p>My self-esteem has also improved.”</p> <p>Also, my self-esteem has improved</p> <p>It has also improved It has also bettered It has also got better</p> <p>Self-respect</p>	<p>And,... Besides from this...</p> <p>...it has also increased ...it has also helped ...this improved my self-esteem ...</p>	<p>I have improved I am bettering I have better She has improved My self-esteem is better</p>

Higher Writing

Task: Directed Writing, addressing 6 bullet points.

- Assessment Process:
- 1 With reference to *Content, Accuracy and Language Resource*, assess the overall quality of the response and allocate it to a pegged mark.
 - 2 Check that all 6 bullet points have been addressed.
 - 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	15	<ul style="list-style-type: none"> • All bullet points are covered fully, in a balanced way, including a number of complex sentences. • Some candidates may also provide additional information. • A wide range of verbs/verb forms, tenses and constructions is used. • Overall this comes over as a competent, well thought-out account of the event which reads naturally. 	<ul style="list-style-type: none"> • The candidate handles all aspects of grammar and spelling accurately, although the language may contain some minor errors or even one more serious error. • 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. 	<ul style="list-style-type: none"> • The candidate is comfortable with almost all the grammar used and generally uses a different verb or verb form in each sentence. • There is good use of a variety of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order. • The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. • The language flows well.
Good	12	<ul style="list-style-type: none"> • All bullet points are addressed, generally quite fully, and some complex sentences may be included. • The response to one bullet point may be thin, although other bullet points are dealt with in some detail. • The candidate uses a reasonable range of verbs/verb forms and other constructions. 	<ul style="list-style-type: none"> • The candidate generally handles verbs and other parts of speech accurately but simply. • There may be some errors in spelling, adjective endings and, where relevant, case endings. • Use of accents may be less secure. • Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately. • There may be minor misuse of dictionary. 	<ul style="list-style-type: none"> • There may be less variety in the verbs used. • Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. • In one bullet point the language may be more basic than might otherwise be expected at this level. • Overall the writing will be competent, mainly correct, but pedestrian.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	9	<ul style="list-style-type: none"> • The candidate uses mainly simple, more basic sentences. • The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. • In some examples, one or two bullet points may be less fully addressed. • In some cases, the content may be similar to that of good or very good examples, but with some serious accuracy issues. 	<ul style="list-style-type: none"> • The verbs are generally correct, but basic. • Tenses may be inconsistent, with present tenses being used at times instead of past tenses. • 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. • Some prepositions may be inaccurate or omitted eg I went the town. • While the language may be reasonably accurate in three or four bullet points, in the remaining two control of the language structure may deteriorate significantly. • Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses. 	<ul style="list-style-type: none"> • The candidate copes with the past tense of some verbs. • A limited range of verbs is used to address some of the bullet points. • Candidate relies on a limited range of vocabulary and structures. • When using the perfect tense, the past participle is incorrect or the auxiliary verb is omitted on occasion. • Sentences may be basic and mainly brief. • There is minimal use of adjectives, probably mainly after “is” eg The boss was helpful. • The candidate has a weak knowledge of plurals. • There may be several spelling errors eg reversal of vowel combinations.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Unsatisfactory	6	<ul style="list-style-type: none"> • In some cases the content may be basic. • In other cases there may be little difference in content between Satisfactory and Unsatisfactory. • 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>. • While the language used to address the more predictable bullet points may be accurate, serious errors occur when the candidate attempts to address the less predictable areas. • The Directed Writing may be presented as a single paragraph. 	<ul style="list-style-type: none"> • Ability to form tenses is inconsistent. • In the use of the perfect tense the auxiliary verb is omitted on a number of occasions. • There may be confusion between the singular and plural form of verbs. • There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order. • Several errors are serious, perhaps showing mother tongue interference. • There may be one sentence which is not intelligible to a sympathetic native speaker. • One area may be very weak. • Overall, there is more incorrect than correct. 	<ul style="list-style-type: none"> • The candidate copes mainly only with the predictable language required at the earlier bullet points. • The verbs “was” and “went” may also be used correctly. • There is inconsistency in the use of various expressions, especially verbs. • Sentences are more basic. • An English word may appear in the writing or a word may be omitted. • There may be an example of serious dictionary misuse.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	3	<ul style="list-style-type: none"> • The content and language may be very basic. • However, in many cases the content may be little different from that expected at Unsatisfactory or even at Satisfactory. 	<ul style="list-style-type: none"> • Many of the verbs are incorrect or even omitted. • 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. • Prepositions are not used correctly. • The language is probably inaccurate throughout the writing. • Some sentences may not be understood by a sympathetic native speaker. 	<ul style="list-style-type: none"> • The candidate cannot cope with more than one or two basic verbs, frequently “had” and “was”. • The candidate displays almost no knowledge of past tenses of verbs. • Verbs used more than once may be written differently on each occasion. • The candidate has a very limited vocabulary. • Several English or “made-up” words may appear in the writing. • There are examples of serious dictionary misuse.
Very Poor	0	<ul style="list-style-type: none"> • The content is very basic <p>OR</p> <ul style="list-style-type: none"> • The candidate has not completed at least three of the core bullet points. 	<ul style="list-style-type: none"> • (Virtually) nothing is correct. • Most of the errors are serious. • Very little is intelligible to a sympathetic native speaker. 	<ul style="list-style-type: none"> • The candidate copes only with “have” and “am”. • Very few words are correctly written in the foreign language. • English words are used. • There may be several examples of mother tongue interference. • There may be several examples of serious dictionary misuse.

What if....?	
the candidate only addresses one part of one of the introductory, predictable bullet points?	In such a case the candidate is deemed to have not addressed the bullet points and a 2 mark penalty is made (ie 2 marks are deducted from the final mark awarded). This procedure applies at all categories.
some bullet points fit into one category but others are in the next, lower category?	It is important to look carefully at which bullet points are better addressed. If the better sections include the more predictable bullet points, the marker is less likely to be generous than if the unpredictable bullet points are of a better quality. If there is a serious decline after the initial bullet points, 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 points – or even bullet points which are not there – than for the four remaining bullet points. In such cases, the lower mark being considered should be awarded.
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.
the Directed Writing, from the point of view of content, looks as if it belongs in a top category, but where accuracy is concerned, contains some possibly serious grammatical errors in more basic structures as a result of using relatively advanced structures combined with a less than confident knowledge of the more basic structures?	This is a case where the candidate is more adventurous, but less accurate. It is always important to assess what it is the candidate <u>can</u> do, and thus highlight the positive. However, in such cases, it is likely that the candidate will be awarded 9.

[END OF MARKING INSTRUCTIONS]