



2013 Spanish

Advanced Higher – Listening and Discursive Writing

Finalised Marking Instructions

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Part One: General Marking Principles for Spanish Advanced Higher – Listening and Discursive 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 Advanced Higher – Listening and Discursive 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.

Section I – Listening

Section II – Discursive Writing

General Procedure

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

- 2 **Preliminary Stage**

This covers the period from the time the markers receive their scripts and photocopies to the Marker’s Meeting.

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

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

3 Markers' Meeting

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

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

4 Marking Stage

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

Part Two: Marking Instructions for each Question

Section I – Listening

Part A

Question		Answer	Max Mark	Acceptable	Unacceptable
1		<p>What does a recent survey from the newspaper, El País, say about people's attitudes towards bullfighting in Spain?</p> <ul style="list-style-type: none"> 60% (of Spanish people) don't <u>like</u> it (ignore bullrunning) (Although) the majority/most are against banning/prohibiting it 	2	<p>Majority don't want them banned</p>	<p>60% against/don't agree</p> <p>Not all against banning</p> <p>Majority are in Cataluña</p>
2		<p>What was the initial reaction to the Catalan parliament banning bullfighting?</p> <ul style="list-style-type: none"> It was applauded/welcomed <u>by many</u> (who saw it as/because it was) A <u>historic advance/advancement</u> in animal rights 	2	<p>Praised/approved historical</p>	<p>Rights of animals breached</p> <p>Advance in history of mistreated animals</p> <p>Historical in animal rights</p>
3		<p>What are both Spanish and Catalan people beginning to realise about the real reason behind this ban?</p> <ul style="list-style-type: none"> It was more of a political decision for Catalans/in Cataluña to differentiate themselves from the rest of Spain rather than a real desire to <u>protect</u> animals/rights of animals/had little to do with protecting animals 	3	<p>for political reasons to divide themselves from/to be different from the rest of Spain</p> <p>Catalan govt/people</p>	<p>(No mention of Catalans/Cataluña)</p> <p>Nothing to do with bulls</p> <p>To help the abuse of animals</p>

Question		Answer	Max Mark	Acceptable	Unacceptable
4		<p>The Catalan parliament has recently legalised the "correbous". What does this word mean?</p> <ul style="list-style-type: none"> • Bulls running through/down/up the streets 	1		
5	a	<p>Mention one way in which the bull is mistreated during the "correbous".</p> <ul style="list-style-type: none"> • The bulls horns are set on fire • It is thrown into the sea <p>(any one from two)</p>	1	Fire put on end of horns	Burned in fire fireworks
5	b	<p>How do those who are in favour of the "correbous" describe this festival?</p> <ul style="list-style-type: none"> • It's a tradition <u>and</u> forms part of the culture of Cataluña/Catalan culture 	1		

Part B

Question		Answer	Max Mark	Acceptable	Unacceptable
1	a	<p>How does Nuria describe what this "fiesta nacional" means to her?</p> <ul style="list-style-type: none"> • It represents us as Spanish (people)/Spaniards/how Spaniards represent themselves • and makes us feel proud 	2		<p>Spain (on its own) What is Spanish</p> <p>She/Nuria is proud</p>
1	b	<p>How does Ricardo react to this opinion?</p> <ul style="list-style-type: none"> • It is barbaric/a barbarity • He is ashamed of / embarrassed about/by it • as a Spaniard <u>and</u> as a civilised/cultured person <p>(any two from three)</p>	2		<p>Not his national "fiesta" Doesn't like it/the term Violent</p> <p>Shame on Spain It's a shame</p>
2		<p>What comments does Ricardo make about culture?</p> <ul style="list-style-type: none"> • Killing an animal <u>slowly/publicly</u> • cannot be called culture • Reading a book is culture 	3		<p>(Ignore reference to pre-historic times)</p>

Question		Answer	Max Mark	Acceptable	Unacceptable
3		<p>How does Nuria see the contest between the bullfighter and the bull?</p> <ul style="list-style-type: none"> • A <u>fair</u> fight 	1		<p>Entertainment An <u>equal</u> match</p>
4		<p>Why does Ricardo call bullfighting a "national disgrace"?</p> <ul style="list-style-type: none"> • Bulls are defenceless/fighting a defenceless animal • Bulls have no chance/ bull does not have a chance • (Before the bullfight), they feel disorientated <u>and</u> in pain <p>(Any two from three)</p>	2		<p>Indefensive In the defence Bull has to defend itself</p> <p>No possibility (on its own)</p> <p>Injured/tortured</p>
5		<p>What example does Nuria give to show that bullfighting has developed a language of its own?</p> <ul style="list-style-type: none"> • Each/every movement made • by the bull(s) <u>and</u> bullfighter(s) • has its own name 	3		<p>Bulls/bullfighters have their own name</p>

Question		Answer	Max Mark	Acceptable	Unacceptable
6		<p>How does Ricardo react to the bullfighting ban in Cataluña?</p> <ul style="list-style-type: none"> • Not disappointed/very happy/pleased • It means freedom from torture for the bulls 	2	<p>Joyful Thinks it is good</p> <p>Stops torture</p>	<p>Liberated instead of being tortured Don't suffer</p>
7	a	<p>What does Nuria say about the decision to legalise the "correbous"?</p> <ul style="list-style-type: none"> • Political <u>and</u> hypocritical/hypocrisy 	1		
7	b	<p>Why is Ricardo in favour of the "correbous"?</p> <ul style="list-style-type: none"> • The bull/animal does not die/lives another day/carries on living • But returns to the field/countryside 	2	<p>Rather than being killed</p> <p>country</p>	<p>Bull not harmed</p> <p>Go and live in countryside county</p>
8		<p>What quote from Gandhi about animals does Ricardo mention?</p> <ul style="list-style-type: none"> • The greatness of a nation can be judged • By the way its animals are treated 	2	<p>Shown/determined</p>	<p>Humanity Nobility Justified Can't be justified to be inhumane to animals</p>

Section II – Discursive Writing

Notes on procedure

- 1 There are **40 marks** awarded to the Discursive Writing section.
- 2 The mark should be awarded on the basis of your general evaluation of the essay **based on the Pegged Mark Descriptors on the following page.**

- 3 **Credit**, indicated by a tick where appropriate, should be given for anything good, and may be gained, for example, by a good use of idiom, a well-handled syntactical construction, variety of constructions; a well-organised plan, well-constructed paragraphs, appropriate use of varied register, the sophistication of ideas expressed.

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

You may wish to **underline** errors, again, in order to enhance the overall impression of the candidate's performance.

- 4 Poor handwriting, spelling and punctuation may be self-penalising
- 5 The mark awarded should be entered in the **outer right-hand margin** at the end of the question, and then added to the mark for Section I. The resulting total must be entered in the space provided on the outside front cover of the script and transferred to the Mark Sheet.

AH Discursive Writing

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

[END OF MARKING INSTRUCTIONS]