



**2013 Spanish**

**Higher – Reading and Directed Writing**

**Finalised Marking Instructions**

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## **Part One: General Marking Principles for Spanish Higher – Reading and Directed 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. You can do this by posting a question on the Marking Team forum or by e-mailing/phoning the e-marker Helpline.
- (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 Higher – Reading and Directed 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.

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

Question		Questions/Acceptable answers	Max Mark	Additional acceptable answers	Unacceptable
1		<p>Re-read lines 1-38 then answer questions 1-3.</p> <p><b>How did Héctor Zelaya become famous during the Football World Cup of 1982?</b></p> <ul style="list-style-type: none"> <li>Because of his goal (for Honduras) against Spain</li> </ul>	1	<p>Scored (for Honduras) against Spain</p> <p>N.B. Ignore any reference to 'first half/game/time/part of World Cup'</p>	<p>No mention of Spain</p> <p>Scored winning goal for Honduras</p> <p>Scored for Spain against Honduras</p> <p>Between Spain and Honduras</p>
2	a	<p><b>According to the third paragraph, what was Zelaya's main objective in founding <i>Fútbol para la Vida</i>?</b></p> <ul style="list-style-type: none"> <li>to create children's/youth teams and tournaments in poor areas</li> </ul>	1	<p>junior football kids/young people/teenagers/adolescents</p> <p>neighbourhoods/districts/poor suburbs</p> <p>to create teams and tournaments for the kids in poor areas</p>	<p>Equipment/infants both negate the points</p> <p>town/village</p>

Question		Questions/Acceptable answers	Max Mark	Additional acceptable answers	Unacceptable
2	b	<p><b>What did he hope the boys and girls would get out of it? Mention any three things.</b></p> <ul style="list-style-type: none"> <li>enjoy (themselves with) a healthy activity</li> <li>feel part of a team</li> <li>their self-esteem would increase/improve</li> <li>get them away (as much as possible) from the street(s) (and their risks)</li> </ul> <p>N.B. If four bullet points attempted and three correct do not penalise</p> <p style="text-align: right;"><b>(3 from 4)</b></p>	3	<p>have fun with a healthy activity</p> <p>to do a healthy activity and have fun</p> <p>to have a good time doing a healthy activity</p> <p>a fun and healthy activity</p> <p>A sense of being part of a team</p> <p>To improve/raise their self-esteem</p> <p>To get them off the streets To remove them from the street</p>	<p>Enjoy themselves.</p> <p>...with an active health</p> <p>... with a healthy life</p> <p>... beneficial/safe activity</p> <p>To have fun being active</p> <p>To be part of a team Group To feel part of <b>the</b> team</p> <p>Self-confidence To be confident Improve self-respect</p>

Question		Answer	Max Mark	Additional acceptable answers	Unacceptable
3	a	<p><b>What does Zelaya say about sport in underprivileged areas?</b></p> <ul style="list-style-type: none"> <li>a magnet for boys and girls and (also) for adults</li> </ul>	1	A magnet for children and adults ... but also for adults	Sometimes adults
3	b	<p><b>What figures does he give to show the success of the programme?</b></p> <ul style="list-style-type: none"> <li><u>more than</u> 15,000 children (currently enrolled) in the programme</li> <li>25,000 young people/players are now leading better lives</li> </ul>	2	<p>Signed up/registered for Taking part in</p> <p>Ignore 'passed' 25,000 young people/players have better lives</p>	<p>Wrong number. More than 15,000 children. About 15,000 children boys</p> <p>...have lived</p>

Question		Answer	Max Mark	Additional acceptable answers	Unacceptable
4	a	<p><b>Now re-read lines 39-63 and answer questions 4 and 5.</b></p> <p><b>José Luis and Cristina are volunteers with the programme. What do they do in their workshops? Mention in detail two things.</b></p> <ul style="list-style-type: none"> <li>• They promote/explain the rights of the child</li> <li>• they talk about the dangers of gangs, drugs and alcohol</li> <li>• the risks of sexual exploitation in the street(s)</li> </ul> <p style="text-align: right;"><b>(2 from 3)</b></p>	2	<p>children's rights are promoted/ explained rights of children</p>	<p>Rules/law(s) They explain/promise rights to children The rights of the children</p> <p>Dangers of gangs that consume alcohol</p> <p>Sexual exploits (having) sex on the streets</p>
4	b	<p><b>How do the children react to the workshops?</b></p> <ul style="list-style-type: none"> <li>• They pay attention without blinking <b>OR</b> listen and agree (nod)</li> </ul>	1	<p>Don't bat an eyelid They pay full attention</p>	<p>They attend without blinking</p> <p>Sit (down)</p> <p>Watch without blinking</p>

Question		Answer	Max Mark	Additional acceptable answers	Unacceptable
5	a	<p><b>What does Carmen Bonilla say has happened to her area as a result of the programme? Mention in detail one thing.</b></p> <ul style="list-style-type: none"> <li>• crime (rate) has fallen/dropped/gone down</li> </ul>	1	<p>There has been a reduction in criminality/juvenile delinquency</p> <p>Delinquency rate has fallen</p>	<p>The number of delinquents</p> <p>Criminal rate The rate of criminals/delinquents</p>
5	b	<p><b>What does the mayor, Alejandro Ramírez, say about each child they attract to the programme?</b></p> <ul style="list-style-type: none"> <li>• he/she is one (member) less in a gang</li> </ul>	1	<p>One less person in a gang Makes a member less in a gang Is one less for a gang A member less for the gang A child less in a gang</p>	<p>Each child means less gangs</p> <p>... is a lesser gang member A member less of gangs Is at least Is no longer in a gang a member of at least one gang</p>

Question	Answer	Max Mark	Additional acceptable answers	Unacceptable
6	<p>Now re-read the rest of the passage and answer questions 6-8.</p> <p>Why, according to the passage, is the age of 12 or 13 critical? Mention any two reasons.</p> <ul style="list-style-type: none"> <li>• the child finishes primary</li>   <li>• more chance of them wandering/roaming the streets</li>   <li>• more chance of them being in bad company</li> </ul> <p style="text-align: right;"><b>(2 from 3)</b></p>	2	<p>Have (just) finished primary school</p> <p>The possibilities/chances multiply Are multiplied</p> <p>Getting in with bad company</p> <p><b>NB</b> idea of increased possibility or chance is required in points 2 or 3</p> <p><b>NB</b> The chances of them roaming the streets in bad company increase = 2 marks</p>	<p>Is starting primary school</p> <p>There is a possibility There are multiple possibilities</p> <p>Bad companies With bad friends</p>



Question	Answer	Max Mark	Additional acceptable answers	Unacceptable
7	<p><b>What changes has Antonio Sáenz seen in his son? Mention any two things.</b></p> <ul style="list-style-type: none"> <li>• he realises he can have new ambitions</li>   <li>• he wants to have a healthy body and a healthy mind</li>   <li>• wants to keep away from criminal activity/activities</li> </ul> <p>NB: The idea of 'wants' is required in at least one of the second and third points</p> <p style="text-align: right;"><b>(2 from 3)</b></p>	2	<p>He is conscious/aware that...</p> <p>It has given his son the knowledge/awareness that...</p> <p>A healthy mind and body</p>	<p>He is conscientious He has given his child conscience Gives him the conscience His child has new ambitions Allows him to have new ambitions</p> <p>He has/likes having a healthy body and mind He wants to be fit and healthy</p> <p>Has kept away from</p> <p>Active criminals crime</p>

Question		Answer	Max Mark	Additional acceptable answers	Unacceptable
8	a	<p><b>What does Zelaya say is the most important thing about the project?</b></p> <ul style="list-style-type: none"> <li>educating them/children so that they can be useful to society</li> </ul>	1	<p>Bringing them up to be... Teaching/training them to be... ...useful members of society</p>	<p>Teach them that they are useful</p> <p>New society</p> <p>Contribute</p> <p>Educated and be useful</p> <p>Educates them on being/how to be useful</p>
8	b	<p><b>In the last sentence of the article, what effects does Zelaya say football has on the children? Give details of two things.</b></p> <ul style="list-style-type: none"> <li>makes them stronger</li> <li>they learn and grow (up)</li> </ul>	2	<p>Become more strong</p> <p>Learn and develop Helps them to learn and grow They are growing and learning</p>	<p>Has made them stronger Football teaches them</p> <p>Learn and rise Learn to grow They have learned and grown</p>

**Total 20**

## 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.

9.

Translate into English: “El fútbol es vital.....notas de los alumnos”. Lines 72 – 77

**UNIT 1**

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p><b>“El fútbol es vital para aumentar la asistencia a clase.</b></p>	<p>Football is vital for increasing/ boosting/improving attendance in class/school.</p> <p>Key essential</p> <p>(In order) to increase class attendance For an increase classes</p>	<p>The football</p> <p>Very important</p> <p>The attendance(s) For to increase For the increase</p> <p>Attendance to class</p>	<p>Assistance Presence Attendance of the class</p>

**UNIT 2**

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p><b>Además, consigue que los chicos se porten mejor,</b></p>	<p>Moreover, it makes the children behave better</p> <p>In addition Also Furthermore What is more Otherwise As a result Consequently</p> <p>It gets the children to behave</p> <p>It means/ensures that the children behave better</p> <p>It makes the children behave themselves better</p> <p>This results in children who behave themselves better</p>	<p>Boys</p> <p>To behave better themselves</p> <p>Conduct themselves better</p>	<p>To do better</p> <p>To obtain</p> <p>It attains the children</p> <p>To behave more</p> <p>Dress better</p> <p>They behave better</p>

**UNIT 3**

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p><b>porque si no, se les excluirá del equipo.</b></p>	<p>because if they don't/if not, they will be dropped from the team.</p> <p>if they do not behave</p> <p>excluded</p> <p>won't be in the team</p> <p>they will be out of the team</p> <p>they will exclude/drop them from the team</p>	<p>They are excluded</p> <p>They would be excluded</p> <p>They get excluded</p> <p>They are out of the team</p>	<p>They were...</p>

**UNIT 4**

<b>TEXT</b>	<b>GOOD 2</b>	<b>SATISFACTORY 1</b>	<b>UNSATISFACTORY 0</b>
<b>Hasta hemos visto</b>	We have even seen	We even saw We had even seen	Until  So far  Up until now  Even they have seen  It has even seen  Even we have seen

**UNIT 5**

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<b>que mejoran las notas de los alumnos.</b>	that the pupils' marks/grades are improving.  that the pupils' marks/grades improve  that the pupils/students get better marks  an improvement in pupils' marks  better grades from the pupils/students  improvements in the grades of the pupils	The improvement in the pupils' marks  That the pupils' marks have improved/are better  This has improved the grades of the pupils	They improve the pupils' marks  Increased  notes



## 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"> <li>• All bullet points are 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, tenses and constructions is used.</li> <li>• Overall this comes over as a competent, well thought-out account of the event 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	12	<ul style="list-style-type: none"> <li>• All bullet points are addressed, generally quite fully, and some complex sentences may be included.</li> <li>• The response to one bullet point may be thin, although other bullet points are dealt with in some detail.</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>• In one bullet point 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	9	<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>• In some examples, one or two bullet points may be less 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, with present tenses being used at times instead of past tenses.</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 went the town.</li> <li>• 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.</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 past tense of some verbs.</li> <li>• A limited range of verbs is used to address some of the bullet points.</li> <li>• Candidate relies on a limited range of vocabulary and structures.</li> <li>• When using the perfect tense, the past participle is incorrect or the auxiliary verb is omitted on occasion.</li> <li>• Sentences may be basic and mainly brief.</li> <li>• There is minimal use of adjectives, probably mainly after “is” eg The boss was helpful.</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	6	<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 bullet points may be accurate, serious errors occur when the candidate attempts to address the less predictable areas.</li> <li>• The Directed Writing 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>• One area may be very weak.</li> <li>• Overall, there is more incorrect than correct.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate copes mainly only with the predictable language required at the earlier bullet points.</li> <li>• The verbs “was” and “went” may also be used correctly.</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	3	<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 one or two basic verbs, frequently “had” and “was”.</li> <li>• The candidate displays almost no knowledge of past tenses of verbs.</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> <p>OR</p> <ul style="list-style-type: none"> <li>• The candidate has not completed at least three of the core bullet points.</li> </ul>	<ul style="list-style-type: none"> <li>• (Virtually) nothing is correct.</li> <li>• Most of the errors are serious.</li> <li>• Very little is intelligible to a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate copes only with “have” and “am”.</li> <li>• Very few words are correctly written in the foreign language.</li> <li>• English words are used.</li> <li>• There may be several examples of mother tongue interference.</li> <li>• There may be several examples of serious dictionary misuse.</li> </ul>

<b>What if....?</b>	
the candidate 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?	<p>It is important to look carefully at which bullet points are better addressed.</p> <p>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.</p> <p>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.</p>
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]