



**2014 Spanish**

**Intermediate 2 – Reading**

**Finalised Marking Instructions**

© Scottish Qualifications Authority 2014

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Assessment team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

## **Part One: General Marking Principles for Spanish Intermediate 2 – 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 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 Intermediate 2 – Reading**

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		Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
1	a	<ul style="list-style-type: none"> <li>• Tired</li> <li>• Lacking in energy</li> <li>• Need another hour a day to relax</li> </ul> <p style="text-align: right;"><b>(Any two from three)</b></p>	2	Weary  No energy Out of energy Absence of energy  Another hour a day to relax	Ill   Another hour in the day
1	b	<ul style="list-style-type: none"> <li>• More time to (do physical) exercise</li> </ul>	1	Time for physical exercise	To start a physical exercise
1	c	<ul style="list-style-type: none"> <li>• Stress at work</li> <li>• Responsibilities at home</li> </ul>	2	Stress of their job Work stress Stressful job  Responsibilities of home life Responsibilities in the house	Too many responsibilities. Responsible for problems at work

Question		Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
2	a	5-5% of young Spanish people have said <u>I love you</u> for the first time and 8% have <u>proposed marriage</u> on a social networking site.	2	Proposed Marriage proposal Had a marriage proposal Suggested marriage	I want/like you I will  Proposed relationships Got married
2	b	<ul style="list-style-type: none"> <li>they are a practical way to inform their friends of their news</li> </ul>	1	It's good for informing... A handy way.. ..What's going on/What's new in their life/ The latest / developments / changes in their life	Inform friends of life To keep in touch with their friends
2	c	<ul style="list-style-type: none"> <li>Bath/bathroom/toilet</li> <li>Bed</li> <li>On a date</li> </ul> <p style="text-align: right;"><b>(Any two from three)</b></p>	2	At a meeting/appointment	

Question		Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
3	a	<ul style="list-style-type: none"> <li>• His values</li> <li>• His education</li> </ul>	2	Values Their values Valuable education (= 1mark)  Their upbringing	Wealth/value/worth How much they value him For valuing him Their/his courage
3	b	<ul style="list-style-type: none"> <li>• Young people in developing countries</li> </ul>	1	..From developing countries ..In poorer countries Youth/teenagers/children	To help development in poor countries ..Developing places (The) young people. Youth development.
3	c	<ul style="list-style-type: none"> <li>• To fight to reduce poverty</li> <li>• To increase access to education</li> <li>• To improve children's health</li> </ul> <p style="text-align: right;"><b>(Any two from three)</b></p>	2		To fight and reduce poverty      To improve children's lives Improve infantile/infants health

Question			Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
4	a	i	<ul style="list-style-type: none"> <li>9 out of (every) 10</li> </ul>	1	9 in 10 9/10	9 9 or 10 9-10
4	a	ii	<ul style="list-style-type: none"> <li>50 euros</li> </ul>	1		Any other number £50 50
4	b	i	<ul style="list-style-type: none"> <li>Clothes and shoes</li> </ul>	1		Clothes and sandals
4	b	ii	<ul style="list-style-type: none"> <li>To get designer goods at a reasonable price</li> <li>Summer clothes do not go out of fashion quickly</li> </ul>	2	Of a good brand/make/label Branded items Designer products	Valuable products

Question			Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
4	c	i	<ul style="list-style-type: none"> <li>• He makes a list of what he really needs</li> </ul>	1	..What is really necessary ..What is actually necessary	What is necessary Writes a list of real necessities He prioritises his needs
4	c	ii	<ul style="list-style-type: none"> <li>• Only things that suit him</li> </ul>	1	Only what he suits well Only what fits him well	Only what he likes
4	c	iii	<ul style="list-style-type: none"> <li>• She gets up very early</li> </ul>	1	Gets up really early	Wakes up very early Gets there early
4	c	iv	<ul style="list-style-type: none"> <li>• Does not have to queue</li> <li>• First to get into the shop</li> </ul>	1	To be first one in the door	So there are no queues To get the first item in the shop To be first in line
4	d	i	<ul style="list-style-type: none"> <li>• It is the worst time to go shopping</li> </ul>	1	The worst season/period To buy To shop	The worst time of the year.
4	d	ii	<ul style="list-style-type: none"> <li>• They won't have your size</li> <li>• The only things left are things that nobody likes</li> </ul>	2	They won't have his size/ the right size	Probably won't get what you want

Question			Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
4	d	iii	<ul style="list-style-type: none"> <li>• They are exhausted (by the number of people)</li> <li>• They are not attentive</li> <li>• They don't help you with your purchases</li> </ul> <p style="text-align: right;"><b>(Any two from three)</b></p>	2	<p>Really tired</p> <p>They look after you/attend to you badly They don't look after you well</p>	<p>Tired They are horrible/not nice They are in a bad mood</p> <p>The attendance is bad They don't pay attention They attend badly They are bad</p> <p>They don't help.</p>
4	d	iv	<ul style="list-style-type: none"> <li>• Take something home that you will never wear</li> </ul>	1	To buy something you will never use	To leave the house with something you'll never wear

[END OF MARKING INSTRUCTIONS]





**2014 Spanish**

**Intermediate 2 – Listening**

**Finalised Marking Instructions**

© Scottish Qualifications Authority 2014

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Assessment team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

## **Part One: General Marking Principles for Spanish Intermediate 2 - Listening**

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 Intermediate 2 - Listening**

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		Answer(s)	Max Mark	Additional acceptable answers	Unacceptable
1	a	<ul style="list-style-type: none"> <li>(City) centre</li> </ul>	1	centre of town town centre	in the city
1	b	<ul style="list-style-type: none"> <li>Lively</li> <li>Tourist</li> <li>Welcoming</li> <li>Great nightlife</li> </ul> <p style="text-align: right;"><b>(Any two from four)</b></p>	2	touristy good for tourists lots of tourists popular with tourists  the nightlife is amazing/brilliant fantastic/phenomenal	animated fun entertaining busy
1	c	<p><b>In the city there are at least <u>five cinemas</u> and more than <u>three shopping centres</u>.</b></p>	2	Shopping malls	any other number 3 commercial centres
1	d	<ul style="list-style-type: none"> <li>They are very nice</li> <li>Always/full of people sunbathing</li> </ul> <p style="text-align: right;"><b>(Any one from two)</b></p>	2	beautiful/very pretty  lots of people sunbathing lots of people when it's sunny	always lots of people.

Question			Answer(s)	Max Mark	Additional acceptable answers	Unacceptable
2	a		<ul style="list-style-type: none"> <li>(At least) once a week</li> </ul>	1	one time a week	once every week
2	b		<ul style="list-style-type: none"> <li>Walks</li> </ul>	1	on/by foot	
2	c		<ul style="list-style-type: none"> <li>Vegetables</li> <li>Fish</li> <li>Meat</li> <li>(lots of) fruit</li> </ul> <p style="text-align: center;"><b>(All four for two marks)</b> <b>(Two or three for one mark)</b></p>	2		chicken steak
2	d	i	<ul style="list-style-type: none"> <li>It has no calories</li> </ul>	1	doesn't have any calories	no important calories doesn't contain many calories not got a lot of calories low in calories

Question			Answer(s)	Max Mark	Additional acceptable answers	Unacceptable
2	d	ii	<ul style="list-style-type: none"> <li>Fizzy drinks</li> <li>Sugary drinks</li> </ul> <p style="text-align: center;"><b>(Any one from two)</b></p>	1	fizzy juice gassy drinks  sugar filled drink	glucose drinks
2	e		<ul style="list-style-type: none"> <li>Spends too much time at a computer</li> </ul>	1	spends a lot of time... he's on his computer a lot he goes on the computer often/always	he plays on the computer. he spends time/some of his time on the computer he sometimes goes on the computer

Question		Answer(s)	Max Mark	Additional acceptable answers	Unacceptable						
3	a	<ul style="list-style-type: none"> <li>To save money for her summer holidays</li> </ul>	1	she needs money... to get/earn/make/raise money...	to earn money during the summer holidays to earn money. she needed the money.						
3	b	<ul style="list-style-type: none"> <li>Her father's friend</li> </ul>	1	a friend of her father her dad's friend	Friend's father her parents' friends her dad's friends						
3	c	<ul style="list-style-type: none"> <li>She would have to work every weekend</li> <li>And work two days during the week</li> <li>They were going to pay her 7 euros an hour</li> </ul> <p style="text-align: center;"><b>(Any one from three)</b></p>	1	...at the weekend ...at the weekends          ...two weekdays	she'd have to work all weekend/the whole weekend/the entire weekend to work nights at the weekend						
3	d	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Shoe shop</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Clothes shop</td> <td></td> </tr> <tr> <td>Book shop</td> <td></td> </tr> </table>	Shoe shop	✓	Clothes shop		Book shop		1		
Shoe shop	✓										
Clothes shop											
Book shop											

Question		Answer(s)	Max Mark	Additional acceptable answers	Unacceptable
3	e	<ul style="list-style-type: none"> <li>• Her boss is very nice</li> <li>• Her boss treats her with respect</li> <li>• She has set hours</li> <li>• She has good/nice workmates</li> </ul> <p style="text-align: right;"><b>(Any two from four)</b></p>	2	<p>the manager is very nice her boss is really nice</p> <p>she is respected by her employer</p> <p>...colleagues she has nice friends at work she has good work friends she likes the people she works with</p>	<p>she respects her boss she is respected/treated with respect they respect her she gets respect her boss treats her well</p> <p>her colleagues are very funny the people are very nice everyone is very nice</p>

[END OF MARKING INSTRUCTIONS]



**2014 Spanish**

**Intermediate 2 – Writing**

**Marking Instructions**

© Scottish Qualifications Authority 2014

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Assessment team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.



## Part One: General Marking Principles for Spanish Intermediate 2 – 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 Intermediate 2 – 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.

Task: Letter of application for a job abroad, including information specified in a number of 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 5 unavoidable bullet points have been addressed. (There are 7 bullets, 2 of which include the words “if any” and will not incur penalties if omitted.)
  - 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	20	<ul style="list-style-type: none"> <li>• All five compulsory areas are covered fully, in a balanced way, including some complex sentences.</li> <li>• Candidates cover the initial bullet points very correctly and competently but also provide detailed information in response to the later bullet points, which are specific to the job advert in question.</li> <li>• A range of verbs/verb forms, tenses and constructions is used.</li> <li>• Overall this comes over as a competent, well thought-out and serious application for a job.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate handles all aspects of grammar and spelling accurately, although the language may contain 1 or 2 minor errors.</li> <li>• Where the candidate attempts to use language more appropriate to 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 the first person of the verb and generally uses a different verb or verb form in each sentence.</li> <li>• Some modal verbs and infinitives may be used, especially at Bullet Point (BP) 5.</li> <li>• There is good use of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order.</li> <li>• The candidate uses co-ordinating conjunctions and/or subordinate clauses, especially from BP 3.</li> <li>• The language flows well.</li> </ul>
Good	16	<ul style="list-style-type: none"> <li>• All five compulsory tasks are addressed, perhaps mainly using less complex sentences.</li> <li>• The responses to bullet points 4 and 5 may be thin, although earlier points are dealt with in some detail.</li> <li>• The candidate uses a reasonable range of verbs/verb forms.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate handles verbs accurately but simply.</li> <li>• There are some errors in spelling, adjective endings and, where relevant, case endings.</li> <li>• Use of accents is 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 one or two examples of inappropriately selected vocabulary, especially in the later bullet points.</li> </ul>	<ul style="list-style-type: none"> <li>• There may be repetition of verbs.</li> <li>• Where relevant, word order is simple.</li> <li>• There may be examples of listing, in particular at BP 3, without further amplification.</li> <li>• There may be one or two examples of a co-ordinating conjunction, but most sentences are simple sentences.</li> <li>• The candidate keeps to more basic vocabulary and structures in the final two bullet points and may only ask for one piece of information eg How much will I earn?</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	12	<ul style="list-style-type: none"> <li>The candidate uses mainly simple, basic sentences.</li> <li>The language is fairly repetitive and uses a limited range of verbs and fixed phrases, eg <i>I like; I go; I play</i>.</li> <li>Area 4 (reasons for application) may be covered in a rather vague manner.</li> <li>Area 5 (questions) may be addressed either with a general question or one single specific question, frequently about money or time off.</li> </ul>	<ul style="list-style-type: none"> <li>The verbs are generally correct, but basic.</li> <li>There are quite a few errors in other parts of speech – gender of nouns, cases, singular/plural confusion.</li> <li>Prepositions may be missing eg <i>I go the town</i>.</li> <li>While the language may be reasonably accurate in the first three areas, in the remaining two, control of the language structure may deteriorate significantly.</li> <li>Overall, there is more correct than incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate copes with the first and third person of a few verbs.</li> <li>A limited range of verbs are used on a number of occasions.</li> <li>Sentences are basic and mainly brief.</li> <li>There is minimal use of adjectives, probably mainly after “is” eg <i>Chemistry is interesting</i>.</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>
Un-satisfactory	8	<ul style="list-style-type: none"> <li>The content is basic.</li> <li>The language is repetitive, eg <i>I like, I go, I play</i> may feature several times within one area.</li> <li>As far as content is concerned, there may be little difference between Satisfactory and Unsatisfactory.</li> <li>While the language used to address BP 1 and 2 is reasonably accurate, serious errors appear during BP 3.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to form tenses is inconsistent.</li> <li>There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion.</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>The final two areas 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 personal language required at BP 1 and 2.</li> <li>The verbs “is” and “study” may also be used correctly.</li> <li>Sentences are basic.</li> <li>An English word may appear in the writing.</li> <li>There may be an example of serious dictionary misuse.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	4	<ul style="list-style-type: none"> <li>The content and language are very basic.</li> </ul>	<ul style="list-style-type: none"> <li>Many of the verbs are incorrect.</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.</li> <li>The language is probably inaccurate throughout the writing.</li> <li>Three or four 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.</li> <li>The candidate displays almost no knowledge of the present tense of verbs.</li> <li>Verbs used more than once may be written differently on each occasion.</li> <li>Sentences are very short.</li> <li>The candidate has a very limited vocabulary.</li> <li>Several English 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 has failed to copy out the introductory section or has not adapted it to the correct gender?	Pay minimal attention to this. However, it is an initial indication that the candidate probably will not attain the top mark.
three bullet points fit into one category but two others are in the next, lower category?	<p>This is often an indication that you would award the higher category.</p> <p>However, it may be wise to consider which bullet points are better. If the better sections include the first and second bullet points, which are more basic, you are less likely to be generous than if the final bullet points were of a better quality. You must look carefully at the quality of the candidate's work and then come to a decision. When in doubt give the candidate the benefit of the doubt.</p>
the candidate very clearly is applying for an entirely different job to the one on the examination paper?	<p>The maximum award which can be given is 8/20, if the language is considered to be worth 12 or more.</p> <p>If the language is assessed at 8, award the mark 4.</p> <p>Otherwise, award 0.</p>

[END OF MARKING INSTRUCTIONS]