



National
Qualifications
2014

2014 Spanish Listening

National 5

Finalised Marking Instructions

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General Marking Principles for National 5 Spanish 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 detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) The utmost care must be taken when entering and totalling marks. Where appropriate, all summations for totals must be carefully checked and confirmed.
- (d) The Marking Instructions indicate the essential idea that a candidate should provide for each answer.
- (e) The answers for each question must come from the item.
- (f) The assessment of overall purpose is always a supported question (for example, a grid) in Item 1.
- (g) There are two or three supported marks across the two items. Where there are supported marks in the form of a grid, award zero marks where a candidate ticks all boxes.

Detailed Marking Instructions for each Question

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
1.	(a)	<ul style="list-style-type: none"> • basketball • (he goes to the) gym. 	2	plays sports/in a sports team gymnastics
	(b)	<ul style="list-style-type: none"> • (it contains) a lot of/too much grease/fat/it is very fatty/very greasy • (it contains) too much/a lot of salt. <p style="text-align: right;">Any one from two.</p>	1	it is fatty/greasy/ fatty ingredients it's unhealthy it's salty/contains salt (no qualifier)
	(c)	<ul style="list-style-type: none"> • the vegetables are fresh. • the vegetables are good quality. <p>NB - fresh fruit and vegetables = 1 mark</p> <p style="text-align: right;">Any one from two.</p>	1	food is fresh buy vegetables veg are good (no mention of quality) fruit (on its own)
	(d)	<ul style="list-style-type: none"> • fizzy drinks/fizzy juice. 	1	
	(e)	<ul style="list-style-type: none"> • liked/ate junk/fast food. • his grandparents gave/made him cakes. • he (and his friends) bought sweets/caramels. <p style="text-align: right;">Any two from three.</p>	2	liked/ate unhealthy food he (and his friends) ate sweets his friends bought sweets
	(f)	<ul style="list-style-type: none"> • he does lots to look after his health. (Box 1) 	1	
			8	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers	
2.	(a)	<ul style="list-style-type: none"> not much/not a lot (she goes to) the sports centre/leisure centre/sports hall <p style="text-align: right;">Any one from two.</p>	1	<p>goes to the gym plays/does sports</p>	
	(b)	<ul style="list-style-type: none"> download songs chat/talk to her friends information for her homework/school work <p style="text-align: right;">Any two from three.</p>	2	<p>keep in touch/contact</p> <p>information homework/school work</p>	
	(c)	<ul style="list-style-type: none"> she spends a lot of/too much time (using/on/the computer/online/on it). 	1		
	(d)	(i)	<ul style="list-style-type: none"> (many) people can see your profile 	1	many people can see your personal details/information
		(ii)	<ul style="list-style-type: none"> she keeps her profile/details/information private/to herself/hidden. 	1	
	(e)	<ul style="list-style-type: none"> her friends live far away/doesn't live near her friends she can't/doesn't go out with/see/meet her friends much. <p style="text-align: right;">Any one from two.</p>	1	<p>they live far away</p> <p>to talk to her friends</p>	
	(f)	<ul style="list-style-type: none"> reads about celebrities/searches famous people. television /watches programmes calendar <p style="text-align: right;">Any two from three.</p>	2	reads the web/goes on the internet programmes/films	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(g)	<ul style="list-style-type: none"> • beach • the shopping centre/mall/shops. • (main/town/city) square 	3	commercial/town centre plaza
			12	

[END OF MARKING INSTRUCTIONS]



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2014 Spanish Reading and Writing

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General Marking Principles for National 5 Spanish 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 detailed marking instructions, which identify the key features required in candidate responses.

- (h) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (i) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (j) Award a mark to each answer. Marks are not transferable between questions.

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
1.	(a)	<ul style="list-style-type: none"> Travelling/(desire/wanting) to travel living in another European country/other parts of Europe/live in Europe 	2	...in the Europe country work in Europe live in other countries visit Europe
	(b)	(i) <ul style="list-style-type: none"> a big change in her life/ a big change in her lifestyle/ it changed her life greatly 	1	it changed an enormous part of her life it changed her life (no qualifier)
		(ii) <ul style="list-style-type: none"> (discovered) a new city (discovered) a different city (to hers) she visited places (around Brussels)/she visited the surroundings she experienced/soaked up/absorbed another culture she had a great/good time/it was good <p style="text-align: right;">Any two from five</p>	2	discovered the city get around she got to know/looked at/found out about another culture the city was good
	(c)	<ul style="list-style-type: none"> (went home) knowing/learnt/could speak/talk English (another) education system be in contact with/got to know/got connected to/ have/make relationships with other people <p style="text-align: right;">Any two from three</p>	2	the house she lived in spoke English spoke Spanish learnt another language made/met new friends related/could relate to other people got on with other people

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(d)	(i) <ul style="list-style-type: none"> no day was the same (as the last)/every day was different/no 2 days were the same there was/he <u>always</u> had something to do/ there was lots to do 	2	Nobody's day was the same/equal/ Every day was equal There was something to do There was always something to make
		(ii) <ul style="list-style-type: none"> way of seeing/his view of/how he saw the world 	1	manner to see the world the way he looked at things
			10	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
2.	(a)	<ul style="list-style-type: none"> Acted/performed/actor in the theatre he starred in his first soap opera/at 11 he starred in a soap opera 	2	drama Worked/started in a theatre He starred on television (any wrong specific)
	(b)	(i)	1	Successful international film
		(ii)	2	Gracious/graceful Sad/thrilling
		<ul style="list-style-type: none"> political funny (very) emotional/exciting/moving <p style="text-align: right;">Any two from three</p>		
	(c)	<ul style="list-style-type: none"> Promoting/helping Oxfam's campaigns/ Promoting Oxfam/ Campaigning/campaigns for Oxfam The (most) vulnerable (population/people) 	2	Company/companies (no mention of Oxfam) Help/work for Oxfam people
	(d)	<ul style="list-style-type: none"> How difficult life was for the farmers/ difficulties of being a farmer/ difficult(time) to be a farmer/ life was difficult for farmers Farmers complain about the unfair trade/commercial system <p style="text-align: right;">Any one from two</p>	1	No mention of farmers Difficult area for farmers/difficult to farm Difficult to work/difficulties of working for a farmer the unfair trade/commercial system

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(e)	<ul style="list-style-type: none"> • Went to meetings • Discussed ideas • Presented case studies • Talked to the Media • Handed in/out/over delivered petitions <p style="text-align: right;">Any two from five</p>	2	<p>Assisted at meetings</p> <p>Study/studies of cases/cases to study</p>
			10	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
3.	(a)	<ul style="list-style-type: none"> Advertising/publicity/commercials Business/commerce/industry Communication/to communicate <p>NB: business communication = 2 marks</p> <p>Any two from three</p>	2	public Publishing Negotiation(s)
	(b)	<ul style="list-style-type: none"> a good/better reputation business/commercial contacts/links 	2	reputation (on its own - no qualifier) new reputation contacts in commercials contracts
	(c)	<ul style="list-style-type: none"> Use/go on databases Find information on the Internet/Web 	2	Bases of data Find information (no mention of internet)
	(d)	<ul style="list-style-type: none"> apps and programmes/used in applications and programmes 	1	
	(e)	<ul style="list-style-type: none"> deal with/face up to problems start projects solving (unforeseen/unexpected) difficulties/ finding a solution to (unforeseen/unexpected) difficulties get on with colleagues/workmates/ be a team player <p>NB: solve problems and difficulties = 1 mark</p> <p>Any two from four</p>	2	Solve problems

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(f)	<ul style="list-style-type: none"> It gives you advice on what skills you need in a job Box 2 <p>NB: 2 or 3 ticks = 0</p>	1	
			10	

General Marking Principles for National 5 Spanish Writing

Task: E-mail application for a job in this country or abroad, including information specified in six bullet points.

Assessment process:

Candidates will write a piece of extended writing in the modern language by addressing six bullet points. These bullet points will follow on from a job-related scenario. The bullet points will cover the four contexts of society, learning, employability and culture to allow candidates to use and adapt learned material. The first four bullet points will be the same each year and the last two will change to suit the scenario. Candidates need to address these ‘unpredictable bullet points’ in detail to access the full range of marks.

With reference to *Content*, *Accuracy* and *Language resource*, assess the overall quality of the candidate’s response and allocate it to a pegged mark. It is important to assess how candidates have addressed bullet points and detail in relation to this as highlighted in bold in *Content*.

Category	Mark	Content	Accuracy	Language resource - variety, range, structures
Very good	20	<p>The job advert has been addressed in a full and balanced way. The candidate uses detailed language.</p> <p>The candidate addresses the advert completely and competently, including information in response to both unpredictable bullet points.</p> <p>A range of verbs/ verb forms, tenses and constructions is used.</p> <p>Overall this comes over as a competent, well thought-out and serious application for the job.</p>	<p>The candidate handles all aspects of grammar and spelling accurately, although the language may contain one or two minor errors.</p> <p>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.</p>	<p>The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence.</p> <p>Some modal verbs and infinitives may be used.</p> <p>There is good use of adjectives, adverbs and prepositional phrases and, where appropriate, word order. There may be a range of tenses.</p> <p>The candidate uses co-ordinating conjunctions and/or subordinate clauses where appropriate.</p> <p>The language of the e-mail flows well.</p>

Category	Mark	Content	Accuracy	Language resource - variety, range, structures
Good	16	<p>The job advert has been addressed competently.</p> <p>There is less evidence of detailed language.</p> <p>The candidate uses a reasonable range of verbs/verb forms.</p> <p>Overall, the candidate has produced a genuine, reasonably accurate attempt at applying for the specific job, even though he/she may not address one of the unpredictable bullet points.</p>	<p>The candidate handles a range of verbs fairly accurately.</p> <p>There are some errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure, where appropriate.</p> <p>Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately.</p> <p>There may be one or two examples of inaccurate dictionary use, especially in the unpredictable bullet points.</p>	<p>There may be repetition of verbs.</p> <p>There may be examples of listing, in particular when referring to school/college experience, without further amplification.</p> <p>There may be one or two examples of a co-ordinating conjunction, but most sentences are simple sentences.</p> <p>The candidate keeps to more basic vocabulary, particularly in response to either or both unpredictable bullet points.</p>
Satisfactory	12	<p>The job advert has been addressed fairly competently.</p> <p>The candidate makes limited use of detailed language.</p> <p>The language is fairly repetitive and uses a limited range of verbs and fixed phrases, eg <i>I like, I go, I play.</i></p>	<p>The verbs are generally correct, but may be repetitive.</p> <p>There are quite a few errors in other parts of speech – gender of nouns, cases, singular/ plural confusion, for instance.</p> <p>Prepositions may be missing, eg <i>I go the town.</i></p>	<p>The candidate copes with the first and third person of a few verbs, where appropriate.</p> <p>A limited range of verbs is used.</p> <p>Sentences are basic and mainly brief.</p> <p>There is minimal use of adjectives, probably mainly after <i>is</i> eg <i>Chemistry is interesting.</i></p>

Category	Mark	Content	Accuracy	Language resource - variety, range, structures
		<p>The candidate copes fairly well with areas of personal details, education, skills, interests and work experience but does not deal fully with the two unpredictable bullet points <i>and indeed may not address either or both of the unpredictable bullet points.</i></p> <p>On balance however the candidate has produced a satisfactory job application in the specific language.</p>	Overall, there is more correct than incorrect.	<p>The candidate has a weak knowledge of plurals.</p> <p>There may be several spelling errors, eg reversal of vowel combinations.</p>
Unsatisfactory	8	<p>The job advert has been addressed in an uneven manner and/or with insufficient use of detailed language.</p> <p>The language is repetitive, eg I like, I go, I play may feature several times.</p> <p>There may be little difference between Satisfactory and Unsatisfactory.</p> <p>Either or both of the unpredictable bullet points may not have been addressed.</p> <p>There may be one sentence which is not intelligible to a sympathetic native speaker.</p>	<p>Ability to form tenses is inconsistent.</p> <p>There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion, for instance.</p> <p>Several errors are serious, perhaps showing mother tongue interference.</p> <p>The detail in the unpredictable bullet points may be very weak.</p> <p>Overall, there is more incorrect than correct.</p>	<p>The candidate copes mainly only with the personal language required in bullet points 1 and 2.</p> <p>The verbs “is” and “study” may also be used correctly.</p> <p>Sentences are basic.</p> <p>An English word may appear in the writing.</p> <p>There may be an example of serious dictionary misuse.</p>

Category	Mark	Content	Accuracy	Language resource - variety, range, structures
Poor	4	<p>The candidate has had considerable difficulty in addressing the job advert. There is little evidence of the use of detailed language.</p> <p>Three or four sentences may not be understood by a sympathetic native speaker.</p> <p>Either or both of the unpredictable bullet points may not have been addressed.</p>	<p>Many of the verbs are incorrect.</p> <p>There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/ plural confusion, prepositions, for instance.</p> <p>The language is probably inaccurate throughout the writing.</p>	<p>The candidate cannot cope with more than one or two basic verbs.</p> <p>The candidate displays almost no knowledge of the present tense of verbs.</p> <p>Verbs used more than once may be written differently on each occasion.</p> <p>Sentences are very short.</p> <p>The candidate has a very limited vocabulary.</p> <p>Several English words may appear in the writing.</p> <p>There are examples of serious dictionary misuse.</p>
Very poor	0	<p>The candidate is unable to address the job advert.</p> <p>The two unpredictable bullet points may not have been addressed.</p> <p>Very little is intelligible to a sympathetic native speaker.</p>	<p>Virtually nothing is correct.</p>	<p>The candidate may only cope with the verbs <i>to have</i> and <i>to be</i>.</p> <p>Very few words are written correctly in the modern language.</p> <p>English words are used.</p> <p>There may be several examples of mother tongue interference.</p> <p>There may be several examples of serious dictionary misuse.</p>

[END OF MARKING INSTRUCTIONS]