



National
Qualifications
2015

2015 Spanish

National 5 Reading

Finalised Marking Instructions

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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.

- (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) 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.
- (d) 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"> • <u>Want/wish/desire/need</u> money <i>NB should have feeling of desire</i> | 1 | Money/wish to spend/win money |
| | (b) | <ul style="list-style-type: none"> • Become/be independent • See the world of work/business • Source of income (Any 1 from 3) | 1 | A fountain of income |
| | (c) | <ul style="list-style-type: none"> • Go out to party/go out in the town/binge with friends • Driving lessons/licence/test or to learn to drive | 2 | Go out with friends/go to town/go to a party/go out to parties Save for a car/driving/driving card |
| | (d) | <ul style="list-style-type: none"> • Stacking shelves in a supermarket • Delivering papers/paper round • Looking after/babysitting relatives' children (Any 2 from 3) | 2 | Working in a supermarket Giving/handing out papers Any mention of 'parents' |
| | (e) | <ul style="list-style-type: none"> • Teaches/helps her grandfather how to use the internet/go online • Walks her neighbour's dogs (Any 1 from 2) | 1 | Any mention of gran |
| | (f) | (i) <ul style="list-style-type: none"> • It's difficult to get up early/in the morning/for school | 1 | Tired for school/difficult to get to school |

| Question | | Expected Answer(s) | Max Mark | Unacceptable Answers |
|----------|----------|---|----------|----------------------|
| | (f) (ii) | <ul style="list-style-type: none"> • Go to school/class tired/sleepy/fall asleep in class • Don't have time for/skip breakfast • Learn hardly anything/learn nothing <p>(Any 1 from 3)</p> | 1 | |
| | (g) | <ul style="list-style-type: none"> • MIDDLE BOX - Having a part-time job while studying is difficult for many young people <p><i>NB: If more than one box is ticked, 0 marks are awarded.</i></p> | 1 | |
| | | | 10 | |

| Question | | Expected Answer(s) | Max Mark | Unacceptable Answers |
|----------|----------|---|----------|---|
| 2. | (a) | <ul style="list-style-type: none"> Fifth/5 | 1 | Any other number |
| | (b) | <ul style="list-style-type: none"> American sculptures Modern European art (in any order) | 2 | American statues/culture |
| | (c) | <ul style="list-style-type: none"> They are going to love it/go crazy about it/go wild for it/be passionate about it/it will excite them | 1 | They are going to like it/enjoy it It is crazy/it is passionate/it is exciting |
| | (d) | <ul style="list-style-type: none"> Less well-known/less famous artists Of the last 50 years/50 years old/from 50 years ago | 2 | Not famous artists 50 years |
| | (e) (i) | <ul style="list-style-type: none"> Voting for/choosing their favourite work of art/art/painting | 1 | Any mention of artist |
| | (e) (ii) | <ul style="list-style-type: none"> Touch/interactive/tactile screens Survey/questionnaire/evaluation online/on the webpage | 2 | Screen tiles/tactical/tactic screens Like-it/leave a comment/review on the webpage |
| | (f) | <ul style="list-style-type: none"> Free days/open days/free access for retired people/pensioners/retired citizens/senior citizens | 1 | Days for pensioners |
| | | | 10 | |

| Question | | Expected Answer(s) | Max Mark | Unacceptable Answers |
|----------|-----|---|----------|---|
| 3. | (a) | <ul style="list-style-type: none"> Fast/quickly/at excess speed Carelessly/without care/not sensibly/not wisely <i>NB: Accept responses in any order</i> | 2 | Without wisdom/sense/thinking/ recklessly/dangerously/irresponsibly |
| | (b) | <ul style="list-style-type: none"> (To improve) safety | 1 | Security |
| | (c) | <ul style="list-style-type: none"> Facial expressions Muscle movements Emotions on the face (Any 2 from 3) | 2 | |
| | (d) | <ul style="list-style-type: none"> If the driver is distracted/absent-minded/not concentrating If the driver is sleepy/drowsy/tired If the driver is <u>not</u> in a condition to drive (Any 2 from 3) <i>NB: The driver only needs to be mentioned once</i> | 2 | If the driver is concentrating If the driver is (day)dreaming /sleeping/falls asleep The driving conditions |
| | (e) | <ul style="list-style-type: none"> Sound/set off an alarm 5 times If s/he is sleeping/asleep | 2 | If s/he is tired/sleepy/drowsy |
| | (f) | <ul style="list-style-type: none"> Avoids/prevents an accident Reduces risks (of human error) (Any 1 from 2) | 1 | |
| | | | 10 | |

[END OF MARKING INSTRUCTIONS]



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2015 Spanish Writing

National 5

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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>I like, I go, I play</i> 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]



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National 5 Listening

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General Marking Principles for National 5 Spanish Listening

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- (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.
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- (c) 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.
- (d) The utmost care must be taken when entering and totalling marks. Where appropriate, all summations for totals must be carefully checked and confirmed.
- (e) The Marking Instructions indicate the essential idea that a candidate should provide for each answer.
- (f) The answers for each question must come from the item.
- (g) The assessment of overall purpose is always a supported question (for example, a grid) in Item 1.
- (h) 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"> Swiss/from Switzerland Speaks/knows/understands many/lots of languages Speaks French, Italian and German (any 2 languages) <p>(Any 1 from 3)</p> | 1 | Speaks languages/different languages Speaks three languages/speaks France, Italy, Germany |
| | (b) | <ul style="list-style-type: none"> She has an enthusiastic teacher (Learns/sings) songs Teacher has good sense of humour <p><i>NB: Ignore gender</i></p> <p>(Any 1 from 3)</p> | 1 | Teacher is fun/funny The teacher (on its own) Classes are fun |
| | (c) | <ul style="list-style-type: none"> Interactive board/Smart Board/active board/interactive screens/touch screens | 1 | Chalk board Internet Internet activities Interactive technology/devices |
| | (d) | <ul style="list-style-type: none"> She helps/talks to/speaks to/communicates with tourists (visiting her town) | 1 | Useful for tourists Lots of tourists visit the city Help her to speak to tourists on holiday |
| | (e) | <ul style="list-style-type: none"> Ireland <p><i>NB: ignore wrong compass point</i></p> | 1 | Any other country |

| Question | | Expected Answer(s) | Max Mark | Unacceptable Answers |
|----------|-----|---|----------|---|
| | (f) | <ul style="list-style-type: none"> • Work for an international company/business/firm/office • Travel/see/go around the world | 2 | Work internationally An international job or other workplace Travel/go/live/work abroad Travel Work around the world Learn other languages |
| | (g) | <ul style="list-style-type: none"> • BOTTOM BOX - they play an important part in many areas of her life <i>NB: If more than one box is ticked, 0 marks are awarded</i> | 1 | |
| | | | 8 | |

| Question | | Expected Answer(s) | Max Mark | Unacceptable Answers |
|----------|-----|--|----------|--|
| 2. | (a) | <ul style="list-style-type: none"> Three hours <i>NB: ignore additional information</i> | 1 | Any other time |
| | (b) | <ul style="list-style-type: none"> BOX 2 - the first exam is Biology BOX 4 - they last for 17 days in total | 2 | <i>Three boxes ticked maximum mark=1</i> <i>Four boxes ticked=0</i> |
| | (c) | <ul style="list-style-type: none"> It's not easy working alone Learns better/more Time passes quicker/quickly/fast/faster Not so bored/not boring <p>(Any 2 from 4)</p> | 2 | They work together/harder/better/it is better Learns quickly/quicker Time passes His friend comes to his house He goes to his friend's house |
| | (d) | <ul style="list-style-type: none"> Eats biscuits Calls/phones/talks/speaks to/chats with friends Watches a soap opera/TV series/TV drama <p>(Any 2 from 3)</p> | 2 | Eats/eats snacks Emails/texts/goes out with/hangs out with friends Watches TV/TV programme |
| | (e) | <ul style="list-style-type: none"> (Remembering/memorising/learning) the dates | 1 | Facts/information Not a good memory |
| | (f) | <ul style="list-style-type: none"> Be/go/relax outdoors/outside/in the open air/out in fresh air Going out on his bike/cycling Training with his swimming club/swimming <p>(Any 2 from 3)</p> | 2 | Outside (without verb)/reading books outside/go out/be out Training |

| Question | | Expected Answer(s) | Max Mark | Unacceptable Answers |
|----------|-----|--|----------|---|
| | (g) | <ul style="list-style-type: none"> • It's on Wednesday • He hasn't worked (enough)/he hasn't done <u>enough</u> • He is not feeling well/feels ill/feels sick • He has a sore throat <p>(Any 2 from 4)</p> | 2 | Doesn't do much/concentrate/pay attention/focus/do well/struggles/the work was hard in class Isn't prepared/hasn't done enough preparation |
| | | | 12 | |

[END OF MARKING INSTRUCTIONS]