National
Qualifications
2016

2016 Spanish Listening and Writing

Higher

Finalised Marking Instructions

© Scottish Qualifications Authority 2016

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.

General Marking Principles for Higher 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) 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 and the answers for each question must come from the Item.

(e) The marks available in this Paper are as follows:

(i) The first set of questions from Item 1 (worth 7 marks) and all questions from Item 2 require candidates to provide answers based on comprehension of information from the passage. The marks available for each question generally range between 1-2 marks.

(ii) The last question from Item 1 is the overall purpose question worth 1 mark. This is always a supported question. In this paper the question is presented in the form of a grid. Where a candidate ticks two or more boxes award zero marks.

(f) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.

(g) The Marking Instructions indicate the essential idea that a candidate should provide for each answer. We use the term "or any other acceptable answer" to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.

Detailed Marking Instructions for each Question

Section 1 - Listening

Item 1

Question			Expected Answer(s)	Max Mark	Unacceptable answers
1.	(a)		• 6 weeks	**1**	
	(b)		• Leadership (skills) • Communication (skills) • Team work **(Any 2 from 3)**	**2**	Group work Working with others
	(c)		• Loves/likes nature • Loves/likes being in the fresh air/outside • They helped/supported each other **(Any 1 from 3)**	**1**	Nature Naturalness He saw nature Got to experience nature He spent time outside The views were lovely
	(d)		• (He could not stand) the cold water. • He's used to the Mediterranean climate **(Any 1 from 2)**	**1**	It was cold The weather was cold

Question			Expected Answer(s)	Max Mark	Unacceptable answers
	(e)		• (That there are many) words/expressions that are (only) used in Scotland/There are Scottish words/ expressions	**1**	He used expressions in Scotland
	(f)		• (He's applied for a job as) a camp instructor in Spain	**1**	Any other country Visit a camp in Spain
	(g)		• He has benefitted from the trip	**1**	
				(8)	

Item 2

Question			Expected Answer(s)	Max Mark	Unacceptable answers
2.	(a)		• She's good/great at maths • She wants to know (more) about/learn about/find out about different/other cultures/likes learning about other cultures	**2**	She likes maths She is good at it Distinctive culture Distinct cultures She likes other cultures She knows a lot about culture She has learned a lot studying two languages
	(b)		• Recently built/a new build • It is on the outskirts (of the town where she lives) • Very spacious • A whole floor for technology/good technology facilities/part of the school is dedicated to technology/technology suite • Great sports pitches/facilities/grounds/fields • Well-equipped/modern gym • Good reputation for sport/famous for sport **(Any 3)**	**3**	Reconstructed School is modern In the town where she lives It is dedicated to technology It has new technology Hall Camps PE department Clubs Good reputation

Question			Expected Answer(s)	Max Mark	Unacceptable answers
	(c)		• Interactive activities on the (smart) board • Grammar (exercises) • Read magazines/read about other countries **(Any 2 from 3)**	**2**	Interactive lessons Newspapers Books Learn about other countries
	(d)	(i)	• Very strict • (they complain that) they don't let pupils talk (in class) • Teachers are fair **(Any 2 from 3)**	**2**	Too strict They do not speak in class They moan a lot
		(ii)	• The teachers demand/expect a lot in terms of quality of work/school work/a high quality of work • More relaxed atmosphere/environment • The teachers give us/we get/we have (much) more responsibility. **(Any 2 from 3)**	**2**	Teachers expect more work It is more relaxed They are more relaxed It is more relaxing There is a better atmosphere. Very relaxed She is more responsible The teachers give us a lot of responsibility *Teachers are fair
	(e)		• Set up/open/have her own business/company/shop	**1**	Work for a business
				(12)	

General Marking Principles for Higher Spanish 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 detailed Marking Instructions, which identify the key features required in candidate responses.

(a) Candidates will write 120-150 words in a piece of extended writing in Spanish addressing a stimulus of three questions in Spanish.

(b) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed Marking Instructions for the writing task.

(c) For each of the types of writing (*Directed Writing or Writing*), the marker should select the pegged mark that most closely describes the candidate's performance.

(d) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Marks should be awarded for the candidate's demonstration of ability in the three main characteristics in writing:

- **(i)** content
- **(ii)** accuracy
- **(iii)** language resource – variety, range, structure

(e) Markers can award the highest pegged mark for writing even if there are minor errors. These should not detract from the overall impression.

(f) Candidates may display ability across more than one pegged mark descriptor. Markers should recognise the closeness of the pegged mark descriptors and consider carefully the most appropriate overall pegged mark based on the candidate's performance.

The table below gives further guidance to markers. If:

the candidate exceeds the recommended word count	This in itself need not be important, although it is important to be clear that it is possible to attain top marks, if the writing does not exceed 120 words. It is important to assess what has been written – sometimes by exceeding the word count the candidate's control of the language deteriorates and this has to be reflected in the mark awarded.
some parts of the writing fit into one category but others are in the next, lower category	If the better sections contain more sophisticated language, it may still be appropriate to choose the higher mark. However, if the better sections contain relatively basic constructions and attempts to use more sophisticated language are unsuccessful, then it is most likely that the writing is at the 6/4 interface and the Marking Instructions should be used to help the marker come to a final decision.
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.

Mark	Content	Accuracy	Language resource: variety, range, structures
10	• The content is comprehensive. • The topic is addresses fully, in a balanced way. • Some candidates may also provide additional information. • Overall this comes over as a competent, well thought-out response to the task which reads naturally.	• The language is accurate throughout. However, where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall very good impression. • A comprehensive range of verbs is used accurately and tenses are consistent and accurate. • There is evidence of confident handling of all aspects of grammar and spelling accurately, although the language may contain a number of minor errors, or even one serious error.	• The language used is detailed and complex. • There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order. • A comprehensive range of verbs/verb forms, tenses and constructions is used. • Some modal verbs and infinitives may be used. • The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence. • The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. • Sentences are mainly complex and accurate. • The language flows well.

Mark	Content	Accuracy	Language resource: variety, range, structures
8	• The content is clear. • The topic is addressed clearly.	• The language is mostly accurate. However where the candidate attempts to use detailed and complex language, this may be less successful, although basic structures are used accurately. • A range of verbs is used accurately and tenses are generally consistent and accurate. • There may be a few errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure. • Verbs and other parts of speech are used accurately but simply.	• The language used is detailed and complex. • The candidate uses a range of verbs/verb forms and other constructions. • There may be less variety in the verbs used. • The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence. • Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. • Sentences are generally complex and mainly accurate. • At times the language may be more basic than might otherwise be expected at this level. • There may be an example of minor dictionary misuse. • Overall the writing will be very competent, essentially correct, but may be pedestrian.

Mark	Content	Accuracy	Language resource: variety, range, structures
6	• The content is adequate and may be similar to that of an 8 or a 10. • the topic is addressed adequately.	• The language may be mostly accurate. However, in places, control of the language structure may deteriorate significantly. • The verbs are generally correct, but basic. Tenses may be inconsistent, with present tenses being used at times instead of past tenses. • There may be errors in spelling, eg reversal of vowel combinations, adjective endings and some prepositions may be inaccurate or omitted eg I went the town. 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. • Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses.	• There are some examples of detailed and complex language. • The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. • The candidate relies on a limited range of vocabulary and structures. • There is minimal use of adjectives, probably mainly after – "is". • The candidate has a limited knowledge of plurals. • The candidate copes with the present tense of most verbs. • Where the candidate attempts constructions with modal verbs these are not always successful. • Sentences are mainly single clause and may be brief. • There may be some dictionary misuse.

Mark	Content	Accuracy	Language resource: variety, range, structures
4	• The content may be limited and may be presented as a single paragraph. • The topic is addressed in a limited way.	• The language used to address the more predictable aspects of the task may be accurate. However, major errors occur when the candidate attempts to address a less predictable aspect. • A limited range of verbs is used. • Ability to form tenses is inconsistent. • In the use of the perfect tense the auxiliary verb is omitted on a number of occasions. • There may be confusion between the singular and plural form of verbs. • There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order. • Several errors are serious, perhaps showing other language interference. • Overall there is more incorrect than correct.	• There is limited use of detailed and complex language and the language is mainly simple and predictable. • The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as to be, to have, to play, to watch. • There is inconsistency in the use of various expressions, especially verbs. • Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker. • An English word may appear in the writing or a word may be omitted. • There may be an example of serious dictionary misuse.

Mark	Content	Accuracy	Language resource: variety, range, structures
2	• The content may be - basic or similar to that of a 4 or even a 6. • The topic is thinly addressed.	• The language is almost completely inaccurate throughout the writing and there is little control of language structure. • Many of the verbs are incorrect or even omitted. There is little evidence of tense control. • There are many errors in other parts of speech — personal pronouns, gender of nouns, cases, singular/ plural confusion. • Prepositions are not used correctly.	• There is little use, if any, of detailed and complex language. • The candidate has a very limited vocabulary. • Verbs used more than once may be written differently on each occasion. • The candidate cannot cope with more than one or two basic verbs. • Sentences are very short and some sentences may not be understood by a sympathetic native speaker. • Several English or "made-up" words may appear in the writing. • There are examples of serious dictionary misuse.

Mark	Content	Accuracy	Language resource: variety, range, structures
0	• The content is very basic. • The candidate is unable to address the topic.	• The language is seriously inaccurate throughout the writing and there is almost no control of language structure. • (Virtually) nothing is correct. • Most errors are serious. • Very little is intelligible to a sympathetic native speaker.	• There is no evidence of detailed and complex language. • The candidate copes only with "have" and "am". • There may be several examples of other language interference. • Very few words are written correctly in the modern language. • English words are used. • There may be several examples of serious dictionary misuse.

[END OF MARKING INSTRUCTIONS]