



National
Qualifications
2022

2022 Spanish

Reading

National 5

Finalised Marking Instructions

© Scottish Qualifications Authority 2022

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments.

The information in this document may be reproduced in support of SQA qualifications only on a non-commercial basis. If it is reproduced, SQA must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from permissions@sqa.org.uk.



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.
- (e) For questions that ask candidates to ‘**state**’ or ‘**give**’, candidates must give a brief, accurate response/name.

Marking instructions for each question

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
1.	(a)		<ul style="list-style-type: none"> happy/cheerful 	1	
	(b)		<ul style="list-style-type: none"> television journalist/reporter/journalism started her career <p>NB ignore any reference of race/running</p> <p>Any 1 from 2</p>	1	worked as a journalist/worked in TV
	(c)	(i)	<ul style="list-style-type: none"> political corruption/corrupt(ed) politics/corruption of politicians 	1	police/politic corruption political decay/rot
		(ii)	<ul style="list-style-type: none"> to film/shoot/make a British crime/suspense series/thriller/drama 	1	to roll a British thriller/film a British suspense Britannia/Britanica/in Britain
	(d)	(i)	<ul style="list-style-type: none"> respiratory/breathing problems/difficulties breathing allergies <p>NB respiratory and allergy problems = 2 marks</p>	2	
		(ii)	<ul style="list-style-type: none"> fresh vegetables/greens seasonal fruits/fruits in season/fruit of the season never eats/takes/has sugar <p>Any 2 from 3</p>	2	eats fruit and veg temporary fruit/seasoned fruit doesn't take/never takes much sugar
	(e)		<ul style="list-style-type: none"> sense of humour relax/rest a lot/lots of rest (be prepared to) accept failure(s) <p>Any 2 from 3</p>	2	sensation of humour/having humour/funny sleep a lot

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
2.	(a)		<ul style="list-style-type: none"> be fluent in/master/learn a (foreign) language help their/the community don't know what to do/what they want to do/be in the future Any 2 from 3	2	dominate help another/a community/in communities/have the help of their community don't know what they want in the future
	(b)		<ul style="list-style-type: none"> take their studies very seriously/very serious about their studies seem/appear/look/are/become more mature 	2	more seriously/very serious students opinions/studies are more mature
	(c)		<ul style="list-style-type: none"> true false 	2	
	(d)	(i)	<ul style="list-style-type: none"> voluntary work/volunteered/volunteering in a medical/health/doctor's centre 	1	hospital
		(ii)	<ul style="list-style-type: none"> broaden/extend/widen/expand her horizon(s) enjoy unforgettable experiences Any 1 from 2	1	reach their horizons invaluable/involving
	(e)		<ul style="list-style-type: none"> the desire/dream to be happy/content/wish for happiness have a good time/fun/enjoy yourself with friends Any 1 from 2	1	be happy with friends/being able to be happy entertaining with friends
	(f)		<ul style="list-style-type: none"> the capacity/the ability/being able to overcome difficulties/people who can get past/beat difficulties the capacity to face/confront/deal with challenges Any 1 from 2	1	handling/confront difficulties people who confront challenges

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
3.	(a)		<ul style="list-style-type: none"> know their rights have/come up with their/your own ideas earn/make/gain/get more money break the cycle of poverty <p>Any 2 from 4</p>	2	know what is right/know about rights/know your taxes propose good ideas/get proper ideas/have the right ideas a lot of money break poverty
	(b)		<ul style="list-style-type: none"> to improve/better the life/lives/living conditions for/of children/kids and families/to provide a better quality of life for children and families 	1	help/increase/girls
	(c)	(i)	<ul style="list-style-type: none"> two meals a day/BOX 1 medical checks/BOX 4 	2	NB If the candidate ticks 3 boxes = 0 marks If the candidate ticks 4 boxes = 0 marks
		(ii)	<ul style="list-style-type: none"> an increase of 30%/30 per 100 in the last 10 years <p>NB ignore any mistranslation of ‘asistencia escolar’</p>	1	an increase to 30% of pupils have increased their attendance
	(d)	(i)	<ul style="list-style-type: none"> Improve/better young people’s/youths’/teenagers' skills for work/work skills/labour skills/give young people better working skills 	1	help/increase children/kids laboral/industrial skills/gives young people works skills
		(ii)	<ul style="list-style-type: none"> self-confidence/confidence in yourself/personal confidence leadership 	2	confidence/trust yourself
		(iii)	<ul style="list-style-type: none"> it will give/gives them much more/a lot more independence/they will/can be/become much more independent /they will show a lot more independence/make them much more independent 	1	freedom lots more independent

[END OF MARKING INSTRUCTIONS]