National
Qualifications
2023

2023 Spanish

Writing

National 5

Finalised Marking Instructions

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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:

This information is provided to help you understand the general principles that 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 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.

(b) 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*.

(c) Markers should support candidates' use of their preferred use of gender-neutral nouns, pronouns and adjectives when referring to themselves and others in the assessment of writing. Using gender-neutral pronouns, nouns and adjectives, whether by adding punctuation, asterisks or using alternative spellings is now a common feature of inclusive language.

A candidate can opt to use masculine, feminine or gender-neutral adjective agreements throughout their writing or performance-talking assessment(s), where appropriate to the language. It is important to note that candidates must use their preferred pronouns and adjectives in a consistent manner and adhere to associated conventions of adjectival agreement where appropriate. Where gender-neutral nouns, pronouns and adjectives are used, it is important that candidates are marked on this based on its consistent use.

If you are uncertain or have queries about how to assess specific aspects of candidate response, you must seek guidance from your team leader or Principal Assessor.

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

Category	Mark	Content	Accuracy	Language resource - variety, range, structures
Good	**16**	The job advert has been addressed competently. There is less evidence of detailed language. The candidate uses a reasonable range of verbs/verb forms. 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.**	The candidate handles a range of verbs fairly accurately. There are some errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure, where appropriate. Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately. There may be one or two examples of inaccurate dictionary use, especially in the unpredictable bullet points.	There may be repetition of verbs. There may be examples of listing, in particular when referring to school/college experience, without further amplification. There may be one or two examples of a co-ordinating conjunction, but most sentences are simple sentences. The candidate keeps to more basic vocabulary, particularly in response to either or both unpredictable bullet points.
Satisfactory	**12**	The job advert has been addressed fairly competently. The candidate makes limited use of detailed language. The language is fairly repetitive and uses a limited range of verbs and fixed phrases, eg *I like, I go, I play*.	The verbs are generally correct but may be repetitive. There are quite a few errors in other parts of speech — gender of nouns, cases, singular/ plural confusion, for instance. Prepositions may be missing, eg *I go the town*.	The candidate copes with the first and third person of a few verbs, where appropriate. A limited range of verbs is used. Sentences are basic and mainly brief. There is minimal use of adjectives, probably mainly after *is* eg *Chemistry is interesting*.

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

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

[END OF MARKING INSTRUCTIONS]