2013 Spanish
Higher – Listening/Writing
Finalised Marking Instructions

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Part One: General Marking Principles for Spanish Higher – Listening/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 specific Marking Instructions for each question.

(a) Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. 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/Principal Assessor. You can do this by posting a question on the Marking Team forum or by e-mailing/phoning the e-marker Helpline.

(b) Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: Spanish Higher – Listening/Writing

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.
### Part Two: Marking Instructions for each Question

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Max Mark</th>
<th>Additional acceptable answers</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Raquel talks to us about the importance of technology in her life. What is the first thing Raquel says about her new phone? • a birthday present from her father</td>
<td>1</td>
<td>A gift</td>
<td>Parents No mention of birthday = 0</td>
</tr>
<tr>
<td>2</td>
<td>How does she feel about her mobile? • she couldn't live without it/her mobile</td>
<td>1</td>
<td>She can’t live/exist without it/her mobile She can’t imagine life without it She wouldn’t be able to live without it …her phone</td>
<td>She wouldn’t be seen without it She lives for it/her mobile It is important to be up to date with technology …to have access to technology</td>
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| 3 a      | Apart from talking to her friends, what does she use her phone for? Give details of any two uses.  
- to be in contact with her sister (who doesn’t live nearby)  
- to inform parents of her plans  
- to make dental appointment | 2 | To stay in touch…  
To contact  
Ignore references to ‘live nearby’  
Send information to her parents of her plans  
Keep up to date with plans with her parents  
Tell her parents about her plans  
Keep her parents up to date with her plans  
Information for her parents about her plans | Mother  
To talk to her sister  
Her parents’ plans  
Father  
Record her plans  
To remind her of appointments |
| 3 b      | Why is she in regular contact with her cousin?  
- because she is ill | 1 | Unwell/sick  
He is ill | She’s a nurse  
They have the same illness  
She’s in hospital |
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| 4        | For what work-related purposes does Raquel use her mobile phone? Give any two. | 2        | To find a new job  
Find/look for work  
See/look at job vacancies  
Look for job offers  
Look for a job | If necessary |
|          | • look at job offers/look for new job                                  |          | To find a new job  
Find/look for work  
See/look at job vacancies  
Look for job offers  
Look for a job |                |
|          | • reply to job offers/ ones that interest her                          |          | To find a new job  
Find/look for work  
See/look at job vacancies  
Look for job offers  
Look for a job |                  |
|          | • read important (work) emails/important messages                      |          | To find a new job  
Find/look for work  
See/look at job vacancies  
Look for job offers  
Look for a job |                  |
|          | (2 from 3)                                                             |          | To find a new job  
Find/look for work  
See/look at job vacancies  
Look for job offers  
Look for a job |                  |
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<tr>
<td>5</td>
<td>The interviewer suggests that people can be obsessed with their mobile phones. What two examples does Raquel give which back this up?</td>
<td>2</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• people 24 hours on mobile</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• people driving and using it</td>
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<td>6</td>
<td>Raquel mentions a boy she knows who had a job interview. Give details of what happened.</td>
<td>2</td>
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<tr>
<td></td>
<td>• he started writing a text/message</td>
<td></td>
<td></td>
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<td></td>
<td>• interview ended there (and then) OR he didn’t get the job</td>
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| 7 a      | What does Raquel think about her e-book?  
  • best invention of the/this century | 1 | Best invention in the century  
The invention of the century | It’s the best invention.  
It’s a great invention  
The best creation ever  
A major invention  
It’s one of the best inventions of the century |
| 7 b      | When exactly does she use it?  
  • every day on the metro/on way to work | 1 | Subway/tube/underground (train)  
Every day while commuting | All day  
Most days  
‘train’ without underground |
| 7 c      | Why does she prefer the e-book to paper books?  
Mention any one reason.  
  • cheaper (than paper ones)  
  • can keep a few (on the go) at the one time | 1 | More cheap  
Cheap compared with paper ones  
Keep a few on the go | Cheap  
Cheaper to buy batteries  
More of a bargain |
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| 8        | In what way is the Internet useful for studying, according to Raquel?  
• you can find information quickly and easily  | 1 | You can look for/search for information…  
To find/access lots of information…  
… in an easy and quick way  
Lots of quick and easy information  
There is information which is quick and easy to find/access | Quick and easy to use |
| 9 a      | What does her father use Skype for?  
• to call brother in Denmark (for free) | 1 | Keep in contact/touch with her brother in Denmark  
To make (free) calls to her brother in Denmark  
To contact his son who is studying in Denmark | Talk  
Shout  
Who is studying in another country  
Dina Marca |
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| 9 b      | What does Raquel use Messenger for?  
- to chat/talk with friend in Germany | 1 | …who lives in Germany | Contact/keep in touch  
German friend  
Alemania |
| 10 a     | What does she say about some young people?  
- spend too much time on computer | 1 | Too much time on computer (no verb)  
They are too long on the computer | Lots of time on computer  
All their time on the computer  
Always on computer  
Dedics too much time…  
Too much time on technology  
laptop |
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| 10 b     | Why is this unhealthy, in her opinion? Mention any two reasons.  
- spend hours (almost) without moving  
- don’t do exercise  
- they become/get obese | 2 | Spends hours hardly/barely moving  
They don’t move for hours | Spend hours in front of screen  
They don’t move for a long time  
They don’t move from the computer  
They don’t get exercise  
They don’t do any exercise | They aren’t doing sports  
Enough sport  
much sport  
enough exercise  
They can become obese  
They get overweight  
More are becoming obese | They are obese |
Higher Writing

Task: Short essay

Assessment Process: With reference to *Content, Accuracy and Language Resource*, assess the overall quality of the response and allocate it to a pegged mark.
<table>
<thead>
<tr>
<th>Category</th>
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<th>Content</th>
<th>Accuracy</th>
<th>Language Resource – Variety, Range, Structures</th>
</tr>
</thead>
</table>
| Very Good     | 10   | • The topic is covered fully, in a balanced way, including a number of complex sentences.  
• Some candidates may also provide additional information.  
• A wide range of verbs/verb forms and constructions is used. There may also be a variety of tenses.  
• Overall this comes over as a competent, well thought-out response to the task which reads naturally. | • The candidate handles all aspects of grammar and spelling accurately, although the language may contain some minor errors or even one more serious error.  
• Where the candidate attempts to use language more appropriate to post-Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression. | • The candidate is comfortable with almost all the grammar used and generally uses a different verb or verb form in each sentence.  
• There is good use of a variety of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order.  
• The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing.  
• The language flows well.                                                                                                                                                                                                                                                                                                                                 |
| Good          | 8    | • The topic is addressed, generally quite fully, and some complex sentences may be included.  
• The candidate uses a reasonable range of verbs/verb forms and other constructions. | • The candidate generally handles verbs and other parts of speech accurately but simply.  
• There may be some errors in spelling, adjective endings and, where relevant, case endings.  
• Use of accents may be less secure.  
• 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 minor misuse of dictionary. | • There may be less variety in the verbs used.  
• Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate.  
• At times the language may be more basic than might otherwise be expected at this level.  
• Overall the writing will be competent, mainly correct, but pedestrian.                                                                                                                                                                                                                                                                                                                                |
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| Satisfactory | 6   | - The candidate uses mainly simple, more basic sentences.  
- The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level.  
- The topic may not be fully addressed.  
- In some cases, the content may be similar to that of good or very good examples, but with some serious accuracy issues.  | - The verbs are generally correct, but basic.  
- Tenses may be inconsistent.  
- 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.  
- Some prepositions may be inaccurate or omitted eg I go the town.  
- While the language may be reasonably accurate at times, the language structure may deteriorate significantly in places.  
- Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses.  | - The candidate copes with the present tense of most verbs.  
- A limited range of verbs is used.  
- Candidate relies on a limited range of vocabulary and structures.  
- Where the candidate attempts constructions with modal verbs, these are not always successful.  
- Sentences may be basic and mainly brief.  
- There is minimal use of adjectives, probably mainly after “is” eg My friend is reliable.  
- The candidate has a weak knowledge of plurals.  
- There may be several spelling errors eg reversal of vowel combinations.  |
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<td>Unsatisfactory</td>
<td>4</td>
<td>• In some cases the content may be basic.</td>
<td>• Ability to form tenses is inconsistent.</td>
<td>• The candidate copes mainly only with predictable language.</td>
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<td>• In other cases there may be little difference in content between Satisfactory and Unsatisfactory.</td>
<td>• In the use of the perfect tense the auxiliary verb is omitted on a number of occasions.</td>
<td>• There is inconsistency in the use of various expressions, especially verbs.</td>
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<td>• 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.</td>
<td>• There may be confusion between the singular and plural form of verbs.</td>
<td>• Sentences are more basic.</td>
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<td></td>
<td>• While the language used to address the more predictable aspects of the task may be accurate, serious errors occur when the candidate attempts to address a less predictable aspect.</td>
<td>• There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order.</td>
<td>• An English word may appear in the writing or a word may be omitted.</td>
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<td>• The Personal Response may be presented as a single paragraph.</td>
<td>• Several errors are serious, perhaps showing mother tongue interference.</td>
<td>• There may be an example of serious dictionary misuse.</td>
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<td>• There may be one sentence which is not intelligible to a sympathetic native speaker.</td>
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<td></td>
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<td></td>
<td>• Overall, there is more incorrect than correct.</td>
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| Poor     | 2    | - The content and language may be very basic.  
- However, in many cases the content may be little different from that expected at Unsatisfactory or even at Satisfactory. | - Many of the verbs are incorrect or even omitted.  
- There are many errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in spelling and word order.  
- Prepositions are not used correctly.  
- The language is probably inaccurate throughout the writing.  
- Some sentences may not be understood by a sympathetic native speaker. | - The candidate cannot cope with more than 1 or 2 basic verbs, frequently “has” and “is”.  
- Verbs used more than once may be written differently on each occasion.  
- The candidate has a very limited vocabulary.  
- Several English or “made-up” words may appear in the writing.  
- There are examples of serious dictionary misuse. |
| Very Poor | 0 | - The content is very basic. | - (Virtually) nothing is correct.  
- Most of the errors are serious.  
- Very little is intelligible to a sympathetic native speaker. | - The candidate copes only with “have” and “am”.  
- Very few words are correctly written in the foreign language.  
- English words are used.  
- There may be several examples of mother tongue interference.  
- There may be several examples of serious dictionary misuse. |
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<td>the candidate exceeds the recommended word count?</td>
<td>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.</td>
</tr>
<tr>
<td>the candidate has been asked to address a topic with two aspects but only addresses one of these?</td>
<td>In such a case the candidate is deemed to have not addressed the task fully. The quality of the language should be assessed and the writing should then be placed in the next category down, eg if the writing would otherwise have been awarded 8, it should instead be awarded 6.</td>
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<tr>
<td>some parts of the writing fit into one category but others are in the next, lower category?</td>
<td>If the better sections contain more sophisticated language, it may still be appropriate to choose the higher marks. 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 Criteria should be used to help the marker come to a final decision.</td>
</tr>
<tr>
<td>the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass?</td>
<td>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.</td>
</tr>
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