H

National Qualifications 2019

2019 Spanish

Higher

Reading

Finalised Marking Instructions

✕SQA

General marking principles for Higher Spanish Reading

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

(a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.

(b) If a 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.

(c) Award a mark for each answer. Marks are not transferable between questions and the answers for each question must come from the item.

(d) Marks are available as follows:

   (i)   The first set of questions (worth 18 marks in total) asks candidates to provide answers based on comprehension of information from the text. There are generally 1-3 marks available for each question.

   (ii) The penultimate question is the overall purpose question, and candidates must identify the overall purpose of the text and draw meaning from their overall understanding of the text. There is a maximum of 2 marks available for reference to the text and detailed comment. Pegged mark descriptors (2/1/0) and associated commentary are available, along with further guidance, in the detailed marking instructions.

   (iii) The last question is the translation. For this question, candidates must translate the underlined section of the text. The section for translation is divided into five sense units. For each sense unit, award 2, 1 or 0 marks: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.

(e) Award marks according to the accuracy and relevance of the candidate's answers. Award marks where the answer is accurate but expressed in their own words.

Marking instructions for each question

Question			Expected response	Max mark	Additional guidance
					Do not accept:
1.	(a)		• (a place where) you read poetry • (a place where) you solve algebra problems/equations • get up to date with your friends Any **2** from **3**	2	
	(b)		• forms values/involves the formation of values • develops fundamental skills/abilities to be used in work	2	training of values
2.	(a)		• to raise awareness of/to become more sensitive to the fight/struggle against world hunger	1	sensitizes no mention of world
	(b)		• run as many laps/times as possible around the school	1	
	(c)		• (sponsors who) donated money for the cause/sponsored the pupils for the cause	1	raised money
3.			• she and her classmates/they got together/united to raise/collect a lot of money • the same thing was happening at the same time in other countries	2	
4.			• they delivered information (talks) about the rise/increase of/ increasing food banks in Spain • they organised workshops/classes to debate the effects of hunger in our society • they explained that <u>to try and solve</u> the problem a global plan is needed	3	information chats

Question			Expected response	Max mark	Additional guidance
					Do not accept:
5.			• supporting/helping them to be responsible citizens • (encouraging them) to participate in a variety of volunteering activities	2	
6.	(a)		• how to (become a) volunteer (in your town/city) • the tasks/duties volunteers/they usually carry out • the value in committing to others Any **2** from **3**	2	functions/roles/responsibilities worth
	(b)		• the personal benefits of getting involved in local initiatives	1	
	(c)		• that young people collaborate in volunteering programmes to build a fairer world	1	

Question			Expected response	Max mark	Additional guidance
7.			**Assertion** • to make pupils more rounded individuals • to prepare pupils for life after school • to prepare pupils for the world of work **Justification** • writer exemplifies the many opportunities the pupils have to become good citizens • the writer highlights the far reaching benefits that volunteering has for the pupils and the wider society • education could not be reduced to academic subjects • International law requires it • to make people aware of what is going on in the world	2	Award **2 marks** where the candidate provides a clear answer, with justification that shows an accurate reading of the text. Award **1 mark** where the candidate provides an answer which may contain some degree of misreading, but which offers evidence of some justification. Award **0 marks** where the candidate simply provides information to be found in the text by simply re-stating answers to previous questions.

Question			Expected response	Max mark	Additional guidance
8.			**Translate into English:** *Nuestra organización . . . a nivel mundial.* **(lines 40-43)**	10	The translation into English is allocated 10 marks. The text for translation is divided into a number of sense units. Each sense unit is worth 2 marks. Award marks according to the quality and accuracy of the translation into English. Award a mark for each sense unit, as follows **2 marks – good** The candidate understands and conveys essential information and relevant details, clearly and accurately, with appropriate use of English. **1 mark – satisfactory** The candidate understands and conveys essential information clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. They convey the key message in spite of inaccuracies and weaknesses in the use of English. **0 marks – unsatisfactory** The candidate fails to demonstrate sufficient understanding of the essential idea.

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 1</u> *"Nuestra organización tiene la intención de seguir colaborando*	"Our organisation intends to continue/carry-on collaborating/to collaborate "Our organisation has the intention of continuing to collaborate "Our organisation has the intention to continue collaborating/to collaborate		continuing collaborating...
<u>Unit 2</u> *con institutos a lo largo del próximo año.*	with schools throughout (the) next year.	through (the) next year.	for the length of next year. along the next year.
<u>Unit 3</u> *Queremos fomentar el valor del trabajo del voluntario entre los alumnos.*	We want to promote/foment the value of volunteer work amongst/ in/to pupils.	We want to highlight ...volunteering	the worth of between/with/within pupils
<u>Unit 4</u> *Será fundamental que hagamos un esfuerzo colectivo*	It will be fundamental/essential that we make a collective effort	It is going to be fundamental/ essential to make a...	It is... do an effort

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 5</u> *tanto en nuestro entorno local como a nivel mundial".*	in our local area as well as/as much as at world level". in our local environment/setting surroundings..." both in our local area and at world level".		

[END OF MARKING INSTRUCTIONS]

National Qualifications 2019

2019 Spanish

Higher

Directed Writing

Finalised Marking Instructions

✕SQA

General marking principles for Higher Spanish Directed Writing

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

(a)   Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.

(b)   Candidates must address each of the six related bullet points in their writing. The first bullet point contains two pieces of information. The remaining five bullet points each contain one piece of information.

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

        (i)   content
        (ii)   accuracy
        (iii)   language resource

(d)   Award the highest pegged mark for writing even if there are minor errors, when these do not detract from the overall impression.

(e)   Candidates may display ability across more than one pegged mark descriptor. It is important to recognise the closeness of the pegged mark descriptors and consider carefully the most appropriate overall pegged mark based on the candidate's piece of writing.

The table below gives further guidance to markers in the event of any of the following scenarios:

The candidate only addresses one part of the introductory bullet point.	The maximum mark available is **16**.
The candidate does not address two of the bullet points.	The maximum mark available is **12**.
The candidate does not address three or more of the bullet points.	Award **0** marks.
Some bullet points fit into one pegged mark category but others are in the next, lower category.	It is important to look carefully at which bullet points are better addressed. If there is a serious decline in the quality of the writing after the initial bullet point, award a lower mark. It is important to consider the balance of the bullet points. Sometimes a candidate writes twice as much about the opening bullet point as for the five remaining bullet points, or even about information not covered by any of the bullet points. In these cases, award the lower mark being considered.
The marker is having great difficulty in deciding whether the writing merits 12 or 8 marks.	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than incorrect, it is likely that the writing merits 12 marks unless there are many other inaccuracies.
From the point of view of content, the candidate's response looks as if it belongs in a top category, but contains some serious grammatical errors as a result of using relatively advanced structures combined with a less than confident knowledge of more basic structures.	It is always important to assess what it is the candidate can do, and thus highlight the positive. In these cases, it is likely that the candidate will be awarded 12 marks.

Marking instructions – Directed Writing

Mark	Content	Accuracy	Language resource: variety, range, structures
20	• The content is comprehensive. • The candidate addresses all bullet points fully and may also provide additional relevant information. • The language flows well.	• 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 impression. • The candidate uses a comprehensive range of verbs accurately, and tenses are consistent and accurate. • The candidate demonstrates confident handling of all aspects of grammar and accuracy in spelling, and, where appropriate, word order. The language may contain a number of minor errors, or even one serious error.	• The candidate uses detailed and complex language throughout. • There is a wide range of adjectives, adverbs and prepositional phrases. • They use a comprehensive range of verbs/verb forms, tenses and constructions.
16	• The content is clear. • The candidate addresses bullet points clearly, although one bullet point may not be addressed. • Generally the language flows well.	• The language is mostly accurate. Where the candidate attempts to use detailed and complex language, errors may detract from the overall impression. • The candidate uses a range of verbs accurately, and tenses are generally consistent and accurate. • There may be a few errors in spelling, adjective endings and, where relevant, word order and case endings. • Use of accents, where relevant, is not always secure.	• The candidate uses language which is mostly detailed and complex. • In one bullet point the language may be less detailed and complex than might otherwise be expected at this level. • The candidate uses a range of verbs/verb forms and other constructions. • Overall the writing is competent but there may be some repetition of structures.

Mark	Content	Accuracy	Language resource: variety, range, structures
12	• The content is adequate. • The candidate addresses bullet points adequately, however two of the bullet points may not be addressed.	• The language may be accurate in most of the bullet points. However, in the others, control of the language may deteriorate significantly. • Verbs are generally correct. • The candidate may use tenses inconsistently, with present tenses used at times instead of past tenses. • There may be errors in spelling, adjective endings and other parts of speech, as well as in word order, cases and the use of accents (where relevant). • Overall, there is more correct than incorrect.	• The candidate gives some examples of detailed and complex language. • The candidate attempts to use a range of vocabulary and structures, although the language may be repetitive. • The candidate attempts to use a range of verbs and tenses. • Sentences may be brief.
8	• The content may be limited. • The writing may be presented as a single paragraph.	• The language is inaccurate and after the first bullet point the control of the language may deteriorate significantly. • Verbs are generally incorrect and the candidate has difficulty in using different tenses. • There are errors, which may be serious, in spelling, adjectival endings and many other parts of speech, as well as in word order, cases and accents (where relevant). • Some points may not be immediately understood by a speaker of the language.	• The candidate demonstrates a limited use of detailed and complex language. • The language is repetitive, with a limited range of vocabulary and structures. • Sentences are brief. • There may be other language interference and/or an example of serious dictionary misuse.

Mark	Content	Accuracy	Language resource: variety, range, structures
4	• The content is limited. • The candidate has difficulty in addressing the bullet points.	• The language is inaccurate throughout and there is little control of language. • Most of the verbs are incorrect and the candidate has great difficulty in using tenses. • There are many serious errors in spelling, adjectival endings and many other parts of speech, as well as in word order, cases and accents (where relevant). • Several points may not be understood by a speaker of the language.	• The candidate uses little, if any, detailed and complex language. • There is a very limited range of verbs, vocabulary and structures. • Sentences are very brief. • There may be several examples of other language interference and/or serious dictionary misuse.
0	• The content is very limited. • The candidate is unable to address the bullet points. **or** • **Three** or more of the bullet points are not addressed.	• The language is seriously inaccurate and there is no control of language. • Virtually nothing is correct. • Very little is intelligible to a speaker of the language.	• There is no evidence of detailed and complex language. • There may be several examples of other language interference and/or serious dictionary misuse. • The writing may contain very few sentences.

[END OF MARKING INSTRUCTIONS]

H

National Qualifications 2019

2019 Spanish

Higher

Listening

Finalised Marking Instructions

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General marking principles for Higher Spanish Listening

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

(a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.

(b) If a 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.

(c) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the item.

(d) Award marks according to the accuracy and relevance of the candidate's answers. Award marks to candidates where the answer is accurate but expressed in their own words.

Marking instructions for each question

Question			Expected response	Max mark	Additional guidance
					Do not accept:
1.	(a)		• new/modern technologies • childcare/looking after children Any **1** from **2**	1	working with children/babysitting/teaching
	(b)	(i)	• the subjects you are good at • the skills you have (developed) from extra-curricular activities	2	your good subjects/subjects you like qualities school activities
		(ii)	• are you shy or outgoing? • what is more important: money or personal satisfaction?	2	job satisfaction happiness
	(c)		• talk to people who (already) do the job • visit/go to universities that offer studies that interest you	2	know about the job careers subjects that are interesting
	(d)		• take time to consider your options	1	keep your options open

Question			Expected response	Max mark	Additional guidance
					Do not accept:
2.	(a)		• she got back home <u>late</u> last night/yesterday evening • flight was delayed	2	she gets home late (without the idea of last night)
	(b)		• getting to know/meeting (very) nice people • a (very) positive experience of the world of work	2	the people were nice
	(c)	(i)	• next to a river • half an hour from the mountains • in the middle of nowhere Any **1** from **3**	1	
		(ii)	• to be able to listen/listening • managing stress	2	not to get stressed/avoiding stress
		(iii)	• helping tourists to plan trips • translating for clients who did not understand/speak English	2	planning trips people
	(d)	(i)	• they explained what she had to do	1	
		(ii)	• (her colleagues/they) included her in their social plans/plans after work	1	
	(e)		• (she has to) spend a year finishing her studies • (she would like) to have/get a job/work using languages Any **1** from **2**	1	

[END OF MARKING INSTRUCTIONS]