

### 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 should use your professional judgement].
- (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 marks 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 will be awarded: 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 candidate's answers. Awarded marks where the answer is accurate but expressed in their own words.

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**Marking instructions for each question:  
Paper 1—Section 1—Reading—30 marks**

*The following notes are offered by P&N to support markers in making judgements on candidates' evidence.*

Question		Expected Answer(s)	Max mark	Additional Guidance
1.		<ul style="list-style-type: none"> <li>The growth of social network sites.</li> <li>The increasing time/number of hours which children/adolescents/teenagers spend on these websites</li> </ul>	2	
2.	(a)	<ul style="list-style-type: none"> <li>Messages are intimidating and humiliating</li> <li>Uncovered secrets</li> <li>False rumours</li> <li>Ruined reputations</li> </ul> <p><b>Any 2 from 4</b></p>	2	
	(b)	<ul style="list-style-type: none"> <li>It starts at school as a game between friends to reach the adult world</li> <li>The adults take advantage of the ease with which they can create fake profiles on social network sites</li> </ul>	2	
3.	(a)	<ul style="list-style-type: none"> <li>Prejudice against a person/group of people because of their race/religion/nationality/political ideas</li> </ul>	1	
	(b)	<ul style="list-style-type: none"> <li>It was inciting violence against members of a religious group</li> </ul>	1	
4.	(a)	<ul style="list-style-type: none"> <li>They give them the opportunity to get to know the applicants better</li> <li>They can reject applicants whose profile disturbs them</li> </ul>	2	
	(b)	<ul style="list-style-type: none"> <li>What they write on social networks or the photos they upload affect their reputation</li> </ul>	1	
5.	(a)	<ul style="list-style-type: none"> <li>The user reveals personal data by means of a fake page identical to the real page of a (social network) site</li> <li>The user clicks and logs in as normal thinking it is a trusted site.</li> </ul>	2	
	(b)	<ul style="list-style-type: none"> <li>When their account is manipulated for fraudulent purposes</li> <li>When spam is sent to their contacts</li> <li>When they are persuaded to install a malicious program</li> </ul> <p><b>Any 1 from 3</b></p>	1	

Question		Expected Answer(s)	Max mark	Additional Guidance								
6.	(a)	<ul style="list-style-type: none"> <li>Many employees/students spend too much time on social network sites instead of doing their work/studies</li> </ul>	1									
	(b)	<ul style="list-style-type: none"> <li>Important activities are postponed</li> </ul>	1									
	(c)	<ul style="list-style-type: none"> <li>Banning the use of social networks in offices and centres of education</li> <li>They believe using social network sites lowers the productivity of their employees/harms the education of their students</li> </ul>	2									
7.		<p>Marks can be awarded in a number of ways:  <i>e.g. The author thinks that social networking sites are principally a bad thing.</i>            = Assertion</p> <p>Possible justifications which would not contradict the gist of the text</p> <ul style="list-style-type: none"> <li>Cyberbullying can cause harm and possible suicide.</li> <li>They can cause discrimination against groups of people (with example).</li> <li>They can damage career prospects.</li> </ul>	2	<p>A mark of 2, 1 or 0 will be awarded for this question.            Markers should follow this advice:</p> <table border="1"> <thead> <tr> <th>Marks</th> <th>Commentary</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the “expected response” column.</td> </tr> <tr> <td>1</td> <td>The candidate provides an answer that may contain some degree of misreading, but that offers evidence of some justification.</td> </tr> <tr> <td>0</td> <td>The candidate’s answer provides information to be found in the text by simply re-stating answers to previous questions.</td> </tr> </tbody> </table>	Marks	Commentary	2	The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the “expected response” column.	1	The candidate provides an answer that may contain some degree of misreading, but that offers evidence of some justification.	0	The candidate’s answer provides information to be found in the text by simply re-stating answers to previous questions.
Marks	Commentary											
2	The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the “expected response” column.											
1	The candidate provides an answer that may contain some degree of misreading, but that offers evidence of some justification.											
0	The candidate’s answer provides information to be found in the text by simply re-stating answers to previous questions.											
			20									

Question		Expected Answer(s)	Max mark	Additional Guidance
8.		<b>Translation</b>	<b>10</b>	
	1	<i>Los mensajes de odio no son exclusivos de los sitios de redes sociales,</i> <b>Hate messages are not exclusive to social media sites</b>		
	2	<i>pero sí pueden ser usados con mucha frecuencia</i> <b>but they can be used frequently</b>		
	3	<i>para la difusión de expresiones discriminatorias y racista</i> <b>for the dissemination of/to spread discriminatory and racist expressions</b>		
	4	<i>hacia el otro, que son de algún modo diferentes..</i> <b>to/towards others who are in some way different.</b>		
	5	<i>Los grupos sociales más atacados son los homosexuales, mujeres, inmigrantes y las minorías.</i> <b>The most attacked social groups are homosexuals, women, immigrants and minorities.</b>		

[END OF PAPER 1—SECTION 1—READING MARKING KEY]

**General marking principles for Higher Spanish Directed Writing**  
**Paper 1—Section 2—20 marks**

*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. 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)
- (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.

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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 <b>16</b> .
The candidate does not address two of the bullet points.	The maximum mark available is <b>12</b> .
The candidate does not address three or more of the bullet points.	Award <b>0</b> marks.
Some bullet points fit into one pegged mark category but others are in the next, lower category.	<p>It is important to look carefully at which bullet points are better addressed.</p> <p>If there is a serious decline in the quality of writing after the initial bullet point, award a lower mark.</p> <p>It is also 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.</p>
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 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.
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Mark	Content	Accuracy	Language resource
20	<ul style="list-style-type: none"> <li>• The content is comprehensive.</li> <li>• The candidate addresses all bullet points fully and may also provide additional relevant information.</li> <li>• The language flows well.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is accurate throughout.</li> <li>• 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.</li> <li>• The candidate uses a comprehensive range of verbs accurately, and tenses are consistent and accurate.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate uses detailed and complex language throughout.</li> <li>• There is a wide range of adjectives, adverbs and prepositional phrases.</li> <li>• They use a comprehensive range of verbs/verb forms, tenses and constructions.</li> </ul>
16	<ul style="list-style-type: none"> <li>• The content is clear.</li> <li>• The candidate addresses bullet points clearly, although one bullet point may not be addressed.</li> <li>• Generally the language flows well.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is mostly accurate. Where the candidate attempts to use detailed and complex language, errors may detract from the overall impression.</li> <li>• The candidate uses a range of verbs accurately, and tenses are generally consistent and accurate.</li> <li>• There may be a few errors in spelling, adjective endings and, where relevant, word order and case endings.</li> <li>• Use of accents, where relevant, is not always secure.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate uses language which is mostly detailed and complex.</li> <li>• In one bullet point the language may be less detailed and complex than might otherwise be expected at this level.</li> <li>• The candidate uses a range of verbs/verb forms and other constructions.</li> <li>• Overall the writing is competent but there may be some repetition of structures.</li> </ul>

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Mark	Content	Accuracy	Language resource
12	<ul style="list-style-type: none"> <li>• The content is adequate.</li> <li>• The candidate addresses bullet points adequately, however two of the bullet points may not be addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• The language may be accurate in most of the bullet points. However, in the others, control of the language may deteriorate significantly.</li> <li>• Verbs are generally correct.</li> <li>• The candidate may use tenses inconsistently, with present tenses used at times instead of past tenses.</li> <li>• 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).</li> <li>• Overall, there is more correct than incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate gives some examples of detailed and complex language.</li> <li>• The candidate attempts to use a range of vocabulary and structures, although the language may be repetitive.</li> <li>• The candidate attempts to use a range of verbs and tenses.</li> <li>• Sentences may be brief.</li> </ul>
8	<ul style="list-style-type: none"> <li>• The content may be limited.</li> <li>• The writing may be presented as a single paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is inaccurate and after the first bullet point the control of the language may deteriorate significantly.</li> <li>• Verbs are generally incorrect and the candidate has difficulty in using different tenses.</li> <li>• 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).</li> <li>• Some points may not be immediately understood by a speaker of the language.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate demonstrates a limited use of detailed and complex language.</li> <li>• The language is repetitive, with a limited range of vocabulary and structures.</li> <li>• Sentences are brief.</li> <li>• There may be other language interference and/or an example of serious dictionary misuse.</li> </ul>

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Mark	Content	Accuracy	Language resource
4	<ul style="list-style-type: none"> <li>The content is limited.</li> <li>The candidate has difficulty in addressing the bullet points.</li> </ul>	<ul style="list-style-type: none"> <li>The language is inaccurate throughout and there is little control of language.</li> <li>Most of the verbs are incorrect and the candidate has great difficulty in using tenses.</li> <li>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).</li> <li>Several points may not be understood by a speaker of the language.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate uses little, if any, detailed and complex language.</li> <li>There is a very limited range of verbs, vocabulary and structures.</li> <li>Sentences are very brief.</li> <li>There may be several examples of other language interference and/or serious dictionary misuse.</li> </ul>
0	<ul style="list-style-type: none"> <li>The content is very limited.</li> <li>The candidate is unable to address the bullet points. or</li> <li>Three or more of the bullet points are not addressed.</li> </ul>	<ul style="list-style-type: none"> <li>The language is seriously inaccurate and there is no control of language.</li> <li>Virtually nothing is correct.</li> <li>Very little is intelligible to a speaker of the language.</li> </ul>	<ul style="list-style-type: none"> <li>There is no evidence of detailed and complex language.</li> <li>There may be several examples of other language interference and/or serious dictionary misuse.</li> <li>The writing may contain very few sentences.</li> </ul>

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[END OF PAPER 1—SECTION 2—DIRECTED WRITING MARKING KEY]

[END OF PAPER 1—READING & DIRECTED WRITING MARKING KEY]

**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 should use your professional judgement].
- (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

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**Marking instructions for each question:  
Paper 2—Listening—20 marks**

*The following notes are offered by P&N to support markers in making judgements on candidates' evidence.*

**Item 1**

Question			Expected response	Max mark	Additional Comment
1.	(a)	(i)	<ul style="list-style-type: none"> <li>Seeing the world is something she should do while (she is) young</li> </ul>	1	
		(ii)	<ul style="list-style-type: none"> <li>She will have to work for many years</li> </ul>	1	
		(iii)	<ul style="list-style-type: none"> <li>She wants to see all the places that she has only seen on television/at the cinema</li> </ul>	1	
	(b)	(i)	<ul style="list-style-type: none"> <li>She would like to be a forensic scientist</li> <li>She would like to work for the police/ help the police solve crimes</li> </ul>	2	
		(ii)	<ul style="list-style-type: none"> <li>She is studying for her exams</li> <li>She also has a part-time job (in a tourist information office)</li> </ul>	2	
	(c)		<ul style="list-style-type: none"> <li>They think that it is a waste of time</li> </ul>	1	
					<b>8</b>

## Item 2

Question			Expected response	Max mark	Additional Comment
2.	(a)	(i)	<ul style="list-style-type: none"> <li>• It is a northern European country</li> <li>• He had read a lot about Scottish culture</li> <li>• He wanted to see the scenery for himself instead of in photos</li> </ul> <b>Any 2 from 3</b>	2	
		(ii)	<ul style="list-style-type: none"> <li>• To improve his English <u>before studying it at university</u></li> </ul>	1	
	(b)	(i)	<ul style="list-style-type: none"> <li>• A hotel receptionist in a large hotel in Edinburgh</li> </ul>	1	
		(ii)	<ul style="list-style-type: none"> <li>• Helped guests</li> <li>• Worked in kitchen</li> <li>• Tour guide</li> </ul> <b>Any 2 from 3</b>	1	
		(iii)	<ul style="list-style-type: none"> <li>• To meet people from all parts of the world</li> </ul>	1	
	(c)	(i)	<ul style="list-style-type: none"> <li>• They were interested in speaking to someone from Spain</li> </ul>	1	
		(ii)	<ul style="list-style-type: none"> <li>• They treated the employees like slaves</li> </ul>	1	
	(d)		<ul style="list-style-type: none"> <li>• He visited the north of Scotland</li> <li>• He went skiing</li> <li>• He practiced/did extreme sports on the lochs/lakes</li> <li>• He visited pretty English villages</li> </ul> <b>Any 2 from 4</b>	2	
	(e)		It is a good way to: <ul style="list-style-type: none"> <li>• gain confidence</li> <li>• get to know new people</li> <li>• learn something about other cultures</li> <li>• practise a new language</li> </ul> <b>Any 2 from 4</b>	2	
					12

[END OF PAPER 2—LISTENING MARKING KEY]

**Suggested “cut-off” scores for estimates of exam performance**  
**(Total mark: 70 [Reading: 30; Directed Writing: 20; Listening: 20])**

A	Band 2 ( $\geq 70\%$ )	Band 1 ( $\geq 85\%$ )
B	Band 4 ( $\geq 60\%$ )	Band 3 ( $\geq 65\%$ )
C	Band 6 ( $\geq 50\%$ )	Band 5 ( $\geq 55\%$ )

D	Band 7 ( $\geq 45\%$ )	
Fail	Band 8 ( $\geq 40\%$ )	Band 9 ( $<40\%$ )

**Please note:**

*The suggested cut-off scores above are for guidance only and departments are obviously free to apply their own criteria as appropriate to their specific candidature. For example, where the prelim is not presented at one sitting centres may wish to consider raising cut-off scores by an additional 2–5% for the aggregate mark.*

**[END OF P&N HIGHER Spanish 2018/2019 MARKING KEY]**

