



National
Qualifications
2016

Spanish Reading

National 5

Finalised Marking Instructions

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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.

Detailed Marking Instructions for each Question – Reading

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
1.	(a)	(i)	<ul style="list-style-type: none"> • <u>Over/more than</u> 50 bags/bin bags 	1	50 bags/any other number
		(ii)	<ul style="list-style-type: none"> • (around) 10am/10 in the morning 	1	In the morning/10pm/at 10/at 10 o'clock
	(b)	(i)	<ul style="list-style-type: none"> • damage (to the coast) 	1	Harm/hurt/pain
		(ii)	<ul style="list-style-type: none"> • cigarette butts/ends • broken/smashed/pieces of glass • supermarket bags <p>(Any 2 from 3)</p>	2	Cigarettes Glass/broken bottles Shopping bags/plastic bags/carrier bags
	(c)		<ul style="list-style-type: none"> • protect/maintain the beauty of the beach(es)/keep the beach beautiful 	1	Protect the beach
	(d)		<ul style="list-style-type: none"> • throwing/dropping waste/rubbish into the sea/ocean/water 	1	Residue(s)/things/leftovers/dropping rubbish on the beach
	(e)	(i)	<ul style="list-style-type: none"> • the environment interests them/they are interested in the environment 	1	The atmosphere/they care about/care for the environment
		(ii)	<ul style="list-style-type: none"> • park clean-ups/clear-up/tidy up the park <i>NB: ignore any mention of journey</i> • school visits/visits to school/going to school(s) 	2	Cleanliness in the park Informational trip for pupils/tell pupils
				(10)	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
2.	(a)	<ul style="list-style-type: none"> lack/shortage of/don't get enough/not having an education 	1	Education/faults/flaws/problems of/bad/poor education
	(b)	<ul style="list-style-type: none"> to recognise the (human) rights of girls to address/solve/find a solution to the problems faced by girls/their problems to increase the number/amount of girls who complete/get/have a (basic) education/schooling/school <p>(Any 2 from 3)</p>	2	Children/kids/boys Address the problems (<i>no mention of 'their' or 'girls'</i>)
	(c)	<ul style="list-style-type: none"> do not complete secondary/high school (education) illiterate <p><i>NB: blanks must be in the correct order</i></p>	2	Have a secondary education Illiterate wives/literate/not illiterate
	(d)	<ul style="list-style-type: none"> the least/less well-paid/badly paid (jobs) the least/less valued jobs/less value domestic service/housekeeping/household chores/housework/house service/home service <p>(Any 2 from 3)</p>	2	Jobs with no rewards/worse conditions Jobs with no value/no values/less values/less importance Manual labour/house servant/butler/cleaners
	(e)	<ul style="list-style-type: none"> study/go to school for 1 more year/a year longer/another year a chance of/access to better jobs/employment/get better jobs generate/earn/get <u>more</u> income/money for their families 	3	Study for a year/more years/more Better job opportunities/better access to jobs/more jobs/best jobs/better employability/more employment opportunities/improved jobs Bigger income/to provide for their families
			(10)	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
3.	(a)	<ul style="list-style-type: none"> • better/good/improved access to the internet • communication technologies/technology to communicate/communicate through technology 	2	Easy/more Technology/communication/technology of the communication/communications for technology/ technology communication/communication devices <i>Any Spanish words</i>
	(b) (i)	<ul style="list-style-type: none"> • increases productivity/more productive/improves production <i>NB: ignore reference to employers/employees</i>	1	
	(ii)	<ul style="list-style-type: none"> • balance work (life) with family/personal (life)/work-life balance 	1	Mix work/industrial and family/familiar/normal life
	(c)	<ul style="list-style-type: none"> • she can be/stay in touch with/communicate with/contact her colleagues/workmates/co-workers (online) • <u>she can stay in touch/work/do this</u> from home/café/park <i>NB: any 2 places needed</i>	2	Friends/companions/families/companies/customers/employees City/have meetings/appointments in/go to the home/café/park
	(d)	<ul style="list-style-type: none"> • she gets up/gets out of bed early • she eats/has breakfast • she reads/checks/looks at emails • she puts on/wears/picks comfortable clothes • she walks/goes to the living room/lounge (Any 3 from 5)	3	She wakes up early/she gets up She prepares/makes breakfast She sends/answers emails She chooses clothes from the chest of drawers She walks around/stays/sits/spends time in the living room/salon
	(e)	<ul style="list-style-type: none"> • BOTTOM BOX -Working from home has many advantages <i>NB: if more than one box is ticked, 0 marks are awarded</i>	1	
			(10)	

[END OF MARKING INSTRUCTIONS]



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Spanish Writing

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General Marking Principles for National 5 Spanish Writing

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*.

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

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

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

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

[END OF MARKING INSTRUCTIONS]



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Spanish Listening

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General Marking Principles for National 5 Spanish Listening

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- (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) The Marking Instructions indicate the essential idea that a candidate should provide for each answer.
- (e) The answers for each question must come from the item.
- (f) The assessment of overall purpose is always a supported question (for example, a grid) in Item 1.
- (g) There are a number of supported marks across the two items. Where there are supported marks in the form of a grid, award zero marks where a candidate ticks all boxes.

Detailed Marking Instructions for each Question

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
1.	(a)	<ul style="list-style-type: none"> in the morning/every morning/when she gets up an hour and a half/1 hour 30 mins 	2	when she wakes up 1 hour
	(b)	<ul style="list-style-type: none"> grandfather/grandpa/papa/granda 	1	grandmother/gran/grandparent(s) any other family member
	(c)	<ul style="list-style-type: none"> romance/romantic/love(novels/stories/books) 	1	
	(d)	<ul style="list-style-type: none"> a little/a bit/quite/slightly boring not realistic/unrealistic <p>(Any 1 from 2)</p>	1	boring very/too boring not real
	(e)	<ul style="list-style-type: none"> to download apps/applications to shop/buy/shopping (online)/buying things/stuff /internet shopping 	2	uses apps/buys apps/apps (<i>no verb</i>) downloads downloads games/music/songs internet/surfs the net mention of buying specific things like books, games
	(f)	<ul style="list-style-type: none"> BOX 2 - she reads for enjoyment <p><i>NB: If more than one box is ticked, 0 marks are awarded</i></p>	1	
			(8)	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
2.	(a)	<ul style="list-style-type: none"> two years/summers ago 	1	two years when she was two/twelve years old
	(b)	<ul style="list-style-type: none"> four days 	1	all weekend/four hours/four weeks
	(c)	<ul style="list-style-type: none"> (she can see) different artists/ groups/bands/musicians/singers on the same day/throughout the day/on the one day 	1	on different days every/each day it is phenomenal in the same place
	(d)	<ul style="list-style-type: none"> cinema/films/movies theatre/plays competitions/contests dance/dancing exhibitions/shows <p>(Any 2 from 5)</p>	2	game shows/games dancers/dance clubs/courses exposition/expeditions/the shows
	(e)	<ul style="list-style-type: none"> to have a rest/to relax/chill out to meet/to get to know people from all over the world/from other countries 	2	sleep make friends to meet everyone
	(f) (i)	<ul style="list-style-type: none"> her parents don't like it/camping 	1	she doesn't like camping/they don't like camping because she went with her parents her parents didn't want to camp
	(ii)	<ul style="list-style-type: none"> in her uncle's house/home/with her uncle/at her uncle's in a house in the centre of the town/village in a house in a nearby town/village <p>(Any 1 from 3)</p>	1	aunt or any other family member a house in the centre/in the town/nearby/near the festival in the centre/in the town city

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(g)	<ul style="list-style-type: none"> she is older/old enough/grown up they trust her she is more independent/independent enough <p>(Any 2 from 3)</p>	2	she is old/more mature/an adult/responsible her parents confide/have confidence in her/they are confident in her very independent so she can be more independent
	(h)	<ul style="list-style-type: none"> BOX 2 - enjoying the atmosphere <p><i>NB: If more than one box is ticked, 0 marks are awarded</i></p>	1	
			(12)	

[END OF MARKING INSTRUCTIONS]