2013 Spanish

Higher – Listening/Writing

Finalised Marking Instructions

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 <u>always</u> 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

Question			Answer	Max Mark	Additional acceptable answers	Unacceptable
1			**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	**1**	A gift	Parents No mention of birthday = 0
2			**How does she feel about her mobile?** • she couldn't live without it/her mobile	**1**	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	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

Question			Answer	Max Mark	Additional acceptable answers	Unacceptable
3	a		**Apart from talking to her friends, what does she use her phone for? Give details of any two uses.**	**2**		
			• to be in contact with her sister (who doesn't live nearby)		To stay in touch… To contact Ignore references to 'live nearby'	Mother To talk to her sister
			• to inform parents of her plan<u>s</u>		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	Her parents' plans Father Record her plans
			• to make dental appointment			To remind her of appointments
			(2 from 3)			
3	b		**Why is she in regular contact with her cousin?**	**1**		
			• because she is ill		Unwell/sick He is ill	She's a nurse They have the same illness She's in hospital

Question			Answer	Max Mark	Additional acceptable answers	Unacceptable
4			**For what work-related purposes does Raquel use her mobile phone? Give any two.**	2		
			• 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		Respond if interested	If necessary
			• read important (work) emails/important messages		See/view/look at important messages Check/receive her important emails/messages	Send Respond to
			(2 from 3)			

Question			Answer	Max Mark	Additional acceptable answers	Unacceptable
5			**The interviewer suggests that people can be obsessed with their mobile phones. What two examples does Raquel give which back this up?**	**2**		
			• people 24 hours on mobile		Phones are on 24 hours a day They are on it 24/7 24 hours on their phone All day and night	A month A year All day
			• people driving and using it		People use it in cars/in the car	
6			**Raquel mentions a boy she knows who had a job interview. Give details of what happened.**	**2**		
			• he started writing a text/message		He began…. to text He started to type/compose/send a text message/an email He started texting/sending…	Got/answered a message Someone messaged him and he replied He began to answer/reply His phone went off
			• interview ended there (and then) **OR** he didn't get the job		Interview ended right away	He was told to leave

Question			Answer	Max Mark	Additional acceptable answers	Unacceptable
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 from 2)**	1	More cheap Cheap compared with paper ones Keep a few on the go	Cheap Cheaper to buy batteries More of a bargain

Question			Answer	Max Mark	Additional acceptable answers	Unacceptable
8			**In what way is the Internet useful for studying, according to Raquel?** • you can find information quickly <u>and</u> 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

Question			Answer	Max Mark	Additional acceptable answers	Unacceptable
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 Dedicates too much time… Too much time on technology laptop

Question			Answer	Max Mark	Additional acceptable answers	Unacceptable
10	b		**Why is this unhealthy, in her opinion? Mention any two reasons.**	2		
			• spend hours (almost) without moving		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
			• don't do exercise		They don't get exercise They don't do any exercise	They aren't doing sports Enough sport much sport enough exercise
			• they become/get obese **(2 from 3)**		They can become obese They get overweight More are becoming obese	They are obese

Total   20

Higher Writing

Task: Short essay

Assessment   With reference to *Content, Accuracy and Language Resource*,
Process: assess the overall quality of the response and allocate it to a
                       pegged mark.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
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.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
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.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Unsatisfactory	4	- In some cases the content may be basic. - In other cases there may be little difference in content between Satisfactory and Unsatisfactory. - 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.* - 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. - The Personal Response may be presented as a single paragraph.	- Ability to form tenses is inconsistent. - In the use of the perfect tense the auxiliary verb is omitted on a number of occasions. - There may be confusion between the singular and plural form of verbs. - There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order. - Several errors are serious, perhaps showing mother tongue interference. - There may be one sentence which is not intelligible to a sympathetic native speaker. - Overall, there is more incorrect than correct.	- The candidate copes mainly only with predictable language. - There is inconsistency in the use of various expressions, especially verbs. - Sentences are more basic. - An English word may appear in the writing or a word may be omitted. - There may be an example of serious dictionary misuse.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
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.

What if….?	
the candidate exceeds the recommended word count?	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.
the candidate has been asked to address a topic with two aspects but only addresses one of these?	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.
some parts of the writing fit into one category but others are in the next, lower category?	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.
the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass?	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.

[END OF MARKING INSTRUCTIONS]