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# 2015 Spanish Listening and Writing

## New Higher

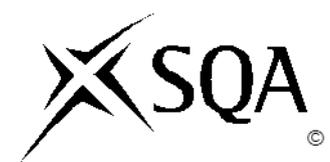
### Finalised Marking Instructions

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## General Marking Principles for Spanish Listening Higher

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 and the answers for each question must come from the Item.
- (e) The marks available in this Paper are as follows:
  - (i) Questions (a) - (e) from Item 1 and all questions from Item 2 require candidates to provide answers based on comprehension of information from the passage. The marks available for each question range between 1-2 marks.
  - (ii) Question (f) from Item 1 is the overall purpose question worth 1 mark. This is always a supported question. In this paper the question is presented in the form of a grid. Where a candidate ticks two or more boxes award zero marks.
- (f) For questions that ask candidates to "state..." or "give", candidates must give a brief, accurate response/name.
- (g) The Marking Instructions indicate the essential idea that a candidate should provide for each answer. We use the term –or any other acceptable answerll to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.
- (h) The utmost care must be taken when entering and totalling marks. Where appropriate, all summations for totals must be carefully checked and confirmed.
- (i) For live Listening Marking Instructions, there will be a process of illustrating other acceptable answers.

Detailed Marking Instructions for each question

Section 1 - Listening

Item 1

Question		Expected Answer(s)	Max Mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> <li>• (She) likes/is interested in/has always liked science/maths.</li> <li>• She likes seeing how things work</li> <li>• She wants to work using her scientific knowledge</li> </ul> <p>(Any 1 from 3)</p>	1	Good at... ... are her favourite subjects
	(b) (i)	<ul style="list-style-type: none"> <li>• It has an international reputation/it is internationally/universally famous/recognised/acclaimed/renowned/it is known around the world</li> </ul>	1	'Good reputation' with no mention of international = 0 International university = 0
	(ii)	<ul style="list-style-type: none"> <li>• She wants to live/stay in/share/rent a flat with her (best) friend(s)</li> <li>• She wants to be away/far/move away from her parents</li> </ul> <p>(Any 1 from 2)</p>	1	Be/live with her friends with no mention of 'flat' Live on her own/wants her own flat Buy a flat

Question	Expected Answer(s)	Max Mark	Unacceptable answers
(iii)	<ul style="list-style-type: none"> <li>• Be(come) independent/have independence/gain independence</li> <li>• Live within her (own) means/get by on her own/ manage on her own</li> </ul> <p>NB Live independently = 1 mark</p> <p>(Any 1 from 2)</p>	1	<p>Learn independently</p> <p>Live on her own/by herself</p>
(c)	<ul style="list-style-type: none"> <li>• Be hardworking/a hard worker/dedicated to work</li> <li>• (Be able to) work in a team/group/be good in a team/ collaborate as part of a team/team work</li> <li>• Leadership</li> </ul> <p>(Any 2 from 3)</p>	2	<p>Manage a team/talk to people/capable of talking to people in a group</p>
(d)	<ul style="list-style-type: none"> <li>• Because there are job offers in <u>other countries</u>/ there are opportunities to work in <u>other countries</u>/ there are jobs <u>abroad</u>/she is/will be able to work/get a job abroad</li> <li>• Because she would love to/wants to <u>live abroad</u> (for a year)/spend time (a year) in another country</li> </ul> <p>(Any 1 from 2)</p>	1	<p>...other places</p>
(e)	<ul style="list-style-type: none"> <li>• 'She is confident about her skills' .</li> </ul>	1	
		(8)	

Item 2

Question		Expected Answer(s)	Max Mark	Unacceptable answers
2.	(a)	<ul style="list-style-type: none"> <li>• He was interested in theatre/drama as a child/ he has always been interested in/liked the theatre</li> <li>• He was a member of/in the (school) cinema/film club</li> <li>• (He decided to) study/studied drama/acting/it at university. (Ignore 'art' as in 'he studied art and drama)</li> <li>• He got a job in television</li> </ul> <p>(Any 2 from 4)</p>	2	<p>He was interested in theatre/drama.</p> <p>Made a cinema club Went to a club Attended drama club</p> <p>Studied 'Arts' on its own.</p>
	(b) (i)	<ul style="list-style-type: none"> <li>• He was behind the cameras/working with cameras/ camera man/behind the scenes</li> </ul>	1	<p>In front of Cameras (on its own)</p>
	(ii)	<ul style="list-style-type: none"> <li>• He learned (a lot)/ got advice <u>from</u> the other actors/ colleagues/learned off actors</li> </ul>	1	<p>Learned <u>about</u> the other actors Worked with other actors Got to know lots of other actors Learned of</p>

Question	Expected Answer(s)	Max Mark	Unacceptable answers
(c)	<ul style="list-style-type: none"> <li>• He has breakfast with the team/film crew</li> <li>• He reads/checks messages/notes/letters from fans/fan mail</li> <li>• Reads/checks/news of family/friends on social networks</li> <li>• Gets updates on/talks/replies to family/friends on social media</li> <li>• Learns/memorises his lines/script</li> </ul> <p>(Any 2 from 5)</p>	2	<p>He makes breakfast He has breakfast.</p> <p>He sends/replies to messages to his fans</p> <p>NB Arrives at studio at 8 to start at 8.30 = 0</p>
(d)	<ul style="list-style-type: none"> <li>• He spends time with his wife/son/kid/child</li> <li>• He goes (out) for lunch/something to eat/dinner with friends (in the old area of town)</li> <li>• He goes for walks along/on/goes down the beach</li> </ul> <p>(Any 2 from 3)</p>	2	<p>daughter</p> <p>Goes/walks to the beach</p>
(e)	<ul style="list-style-type: none"> <li>• Focus on cinema/film projects/do more cinematic projects/appear in films/do films/be in a film/be in more films</li> <li>• Work on stories/plots that have a (social) message</li> <li>• Travel/visit/see the world with his family</li> </ul> <p>(Any 2 from 3)</p>	2	<p>photography star</p> <p>write stories</p>

Question		Expected Answer(s)	Max Mark	Unacceptable answers
	(f)	<ul style="list-style-type: none"> <li>• People want to watch something on television/people will always watch TV/people want something on TV</li> <li>• (People want) to escape from reality (for a moment)/ helps to escape from daily life</li> <li>• (People want) to be informed/for information/to be up to date with info</li> <li>• (People want) to laugh</li> <li>• They will continue to produce programmes/series</li> </ul> <p>(Any 2 from 5)</p>	2	<p>People always want to watch more To relax</p> <p>Movies/films</p>
			(12)	

## General Marking Principles for Higher Spanish 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 detailed marking instructions, which identify the key features required in candidate responses.*

- (a) Candidates will write 120–150 words in a piece of extended writing in Spanish addressing a stimulus of three questions in Spanish.
- (b) Marks for each candidate response must always be assigned in line with these General Marking Principles and the specific Marking Instructions for the Writing task.
- (c) For each of the sections for writing, the marker should select the pegged mark that most closely describes the candidate's performance.
- (d) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should 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
- (e) Markers can award the highest pegged mark for writing even if there are minor errors. These should not detract from the overall impression.
- (f) Candidates may display ability across more than one pegged mark descriptor. Markers should recognise the closeness of the pegged mark descriptors and consider carefully the most appropriate overall pegged mark based on the candidate's performance.

The table below gives further guidance to markers. 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 mark. 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 Instructions 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.

Mark	Content	Accuracy	Language Resource: variety, range, structures
10	<ul style="list-style-type: none"> <li>• The content is comprehensive.</li> <li>• The topic is addressed fully, in a balanced way.</li> <li>• Some candidates may also provide additional information.</li> <li>• Overall this comes over as a competent, well thought-out response to the task which reads naturally.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is accurate. 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 very good impression.</li> <li>• A comprehensive range of verbs is used accurately and tenses are consistent and accurate.</li> <li>• There is evidence of confident handling of all aspects of grammar and spelling accurately, although the language may contain a number of minor errors, or even one serious major error.</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is detailed and complex.</li> <li>• There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order.</li> <li>• A comprehensive range of verbs/verb forms, tenses and constructions is used.</li> <li>• Some modal verbs and infinitives may be used.</li> <li>• The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence.</li> <li>• The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing.</li> <li>• Sentences are mainly complex and accurate.</li> <li>• The language flows well.</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
8	<ul style="list-style-type: none"> <li>• The content is clear.</li> <li>• The topic is addressed clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is mostly accurate. However where the candidate attempts to use detailed and complex language, this may be less successful, although basic structures are used accurately.</li> <li>• A range of verbs is used accurately and tenses are generally consistent and accurate.</li> <li>• There may be a few errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure.</li> <li>• Verbs and other parts of speech are used accurately but simply.</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is detailed and complex.</li> <li>• The candidate uses a range of verbs/verb forms and other constructions.</li> <li>• There may be less variety in the verbs used.</li> <li>• The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence.</li> <li>• Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate.</li> <li>• Sentences are generally complex and mainly accurate.</li> <li>• At times the language may be more basic than might otherwise be expected at this level.</li> <li>• There may be an example of minor dictionary misuse.</li> <li>• Overall the writing will be very competent, essentially correct, but may be pedestrian.</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
6	<ul style="list-style-type: none"> <li>• The content is adequate and may be similar to that of an 8 or a 10.</li> <li>• The topic is addressed adequately.</li> </ul>	<ul style="list-style-type: none"> <li>• The language may be mostly accurate. However, in places, control of the language structure may deteriorate significantly.</li> <li>• The verbs are generally correct, but basic. Tenses may be inconsistent, with present tenses being used at times instead of past tenses.</li> <li>• There may be errors in spelling, eg reversal of vowel combinations adjective endings and some prepositions may be inaccurate or omitted, eg I went the town. 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.</li> <li>• Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses.</li> </ul>	<ul style="list-style-type: none"> <li>• There are some examples of detailed and complex language.</li> <li>• The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level.</li> <li>• The candidate relies on a limited range of vocabulary and structures.</li> <li>• There is minimal use of adjectives, probably mainly after “is”.</li> <li>• The candidate has a limited knowledge of plurals.</li> <li>• The candidate copes with the present tense of most verbs.</li> <li>• Where the candidate attempts constructions with modal verbs, these are not always successful.</li> <li>• Sentences are mainly single clause and may be brief.</li> <li>• There may be some dictionary misuse.</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
4	<ul style="list-style-type: none"> <li>The content may be limited and may be presented as a single paragraph.</li> <li>The topic is addressed in a limited way.</li> </ul>	<ul style="list-style-type: none"> <li>The language used to address the more predictable aspects of the task may be accurate. However, major errors occur when the candidate attempts to address a less predictable aspect.</li> <li>A limited range of verbs is used.</li> <li>Ability to form tenses is inconsistent.</li> <li>In the use of the perfect tense the auxiliary verb is omitted on a number of occasions.</li> <li>There may be confusion between the singular and plural form of verbs.</li> <li>There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order.</li> <li>Several errors are serious, perhaps showing mother tongue interference.</li> <li>Overall there is more incorrect than correct.</li> </ul>	<ul style="list-style-type: none"> <li>There is limited use of detailed and complex language and the language is mainly simple and predictable.</li> <li>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.</li> <li>There is inconsistency in the use of various expressions, especially verbs.</li> <li>Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker.</li> <li>An English word may appear in the writing or a word may be omitted.</li> <li>There may be an example of serious dictionary misuse.</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
2	<ul style="list-style-type: none"> <li>• The content may be basic or similar to that of a 4 or even a 6.</li> <li>• The topic is thinly addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is almost completely inaccurate throughout the writing and there is little control of language structure.</li> <li>• Many of the verbs are incorrect or even omitted. There is little evidence of tense control.</li> <li>• There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion.</li> <li>• Prepositions are not used correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little use, if any, of detailed and complex language.</li> <li>• The candidate has a very limited vocabulary.</li> <li>• Verbs used more than once may be written differently on each occasion.</li> <li>• The candidate cannot cope with more than one or two basic verbs.</li> <li>• Sentences are very short and some sentences may not be understood by a sympathetic native speaker.</li> <li>• Several English or “made-up” words may appear in the writing.</li> <li>• There are examples of serious dictionary misuse.</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
0	<ul style="list-style-type: none"> <li>• The content is very basic.</li> <li>• The candidate is unable to address the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is seriously inaccurate throughout the writing and there is almost no control of language structure.</li> <li>• (Virtually) nothing is correct.</li> <li>• Most of the errors are serious.</li> <li>• Very little is intelligible to a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no evidence of detailed and complex language.</li> <li>• The candidate copes only with “have” and “am”.</li> <li>• There may be several examples of mother tongue interference.</li> <li>• Very few words are written correctly in the modern language.</li> <li>• English words are used.</li> <li>• There may be several examples of serious dictionary misuse.</li> </ul>

[END OF MARKING INSTRUCTIONS]