



2011 Spanish

Advanced Higher

Listening and Discursive Writing

Finalised Marking Instructions

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Section I – Listening
Section II – Discursive Writing

General Procedure

- 1 Before marking proper begins, it is the responsibility of the marking team to fix appropriate standards. The marking process will therefore be divided into two stages: a **preliminary** stage which will be explanatory and aimed at establishing the standards to be applied, and the **marking** stage when scripts will be marked according to an agreed scheme, on the basis of photostat scripts.

- 2 **Preliminary Stage**

This covers the period from the time the markers receive their scripts and photocopies to the Markers' Meeting.

When you receive the first batches of scripts, you should read a sufficient number to feel you have a reasonable impression of the general level of the candidate's work, then mark **provisionally** and in pencil only, as many as you can before the Markers' Meeting with the purpose of testing how the Marking Instructions work in practice. While carrying out this provisional marking, any points which have not been covered by the key, and any other points which may help with the process of standardisation, should be entered on one of the copies of the Marking Key.

The photostat copies should also be marked and brought to the Markers' Meeting, where they will serve as a basis for comparison of standards and general discussion on marking.

- 3 **Markers' Meeting**

In discussion of these Instructions and the photostat scripts, you will have the opportunity of discussing any points of difficulty or any doubt on matters of procedure or marking. You should bring both copies of the Marking Instructions to the meeting, the one with the preliminary notes, the other for the insertion of any amendments made at the meeting. The second, revised copy should be used as the basis for the marking proper. The decisions made at the Markers' Meeting will be binding on markers, and the Marking Instructions, as revised, must be followed closely. Should any reservations occur to you during the course of marking proper, you should mention them in your report, but if the preliminary stage is carried out thoroughly, such reservations should be infrequent.

You may also bring selected scripts with you to the Markers' Meeting if you have encountered any particular points of difficulty which may warrant the examination of complete scripts. However you must scrupulously observe the Scottish Qualifications Authority's ruling that scripts may not be read or marked in public places or on public transport. In general, you must observe the highest standards of caution when carrying scripts about with you. (See Terms and Conditions of Employment of Markers on Form Ex51 (a) sent with your letter of invitation to serve as a marker.)

4 **Marking Stage**

- (a) This covers the period from the Markers' Meeting until the final date for the return of scripts to SQA. By that date all marked scripts, Mark Sheets and Reports should be returned to SQA. Marking should be carried out according to the following scheme, taking into account any modifications of detail which may be decided on at the Markers' Meeting.
- (b) The mark for the Listening section of this paper is out of 30; the mark for the Discursive Writing section is out of 40.
- (c) For Section II, you are requested to keep a record of the number of candidates attempting each question. This information should be included in your Marker's Report.
- (d) In the case of **serious** doubt about an assessment, you must award a mark and then refer the piece of work to the Principal Assessor. To do this, write "PA Referral" underneath the "For Official Use" section on the front of the script and complete a Principal Assessor Referral form (copies of which are enclosed in your marker's pack). (Also see 'Entries on the Mark Sheets' sub-para 3.) **Do not write the reasons on the script itself. Do not make any entry on the outside of the envelope.**

Spanish Advanced Higher
Listening and Discursive Writing
Section I – Listening
Part A

Questions/Acceptable answers		Acceptable/Markers' Notes	Unacceptable answers
1.	<p>How is the generation of so-called “digital natives” defined?</p> <p>2 marks</p> <ul style="list-style-type: none"> • (Young people) born in the 90s • Who don't/can't remember life without Internet 	<p>Ignore reference to children</p> <p>A world/a time without Internet</p>	<p>Cannot live/go a day without Internet</p> <p>Go on the Internet</p> <p>Use the Internet a lot</p>

Questions/Acceptable answers		Acceptable/Markers' Notes	Unacceptable answers
2.	<p>Why do most teachers describe this generation as very different to previous ones? 3 marks</p> <ul style="list-style-type: none"> • They have grown up with • A mobile/phone in their left hand • And a mouse in their right 	<p>Were brought up with</p> <p>(mobile in one hand, mouse in the other = 1 point)</p> <p>Mouse in the other (hand)</p>	
3.	<p>What do these students realise once they reach University? 2 marks</p> <ul style="list-style-type: none"> • That both teachers <u>and</u> parents do not (always) have <u>adequate</u>/the <u>appropriate</u> knowledge/information <p>And</p> <ul style="list-style-type: none"> • To offer/provide answers to their questions <p>Or</p> <ul style="list-style-type: none"> • So they turn to the internet <p>(1 from 2)</p>	<p>Teachers, like parents</p> <p>Don't know how to answer questions properly Don't have answers to questions</p>	<p>Professors</p> <p>Red internet</p>

Questions/Acceptable answers		Acceptable/Markers' Notes	Unacceptable answers
4.	<p>(a) According to Fernando García, what is the biggest problem for the “cut and paste” generation? 2 marks</p> <ul style="list-style-type: none"> • They <u>analyse</u> things superficially • The Internet does everything for them <p>(b) What is his biggest worry for the future? 1 mark</p> <ul style="list-style-type: none"> • That they lose capacity/skill/ability to study <u>and</u> research 	<p>Internet gives them everything Computer has done it for them</p>	<p>It's superficial They are more superficial</p> <p>They are using the Internet</p> <p>Analyse/analysis</p>

10 marks

Part B

Questions/Acceptable answers		Acceptable/Markers' Notes	Unacceptable answers
1.	<p>Why does Francisco refer to language learning in order to explain the term “nativos digitales”? 3 marks</p> <ul style="list-style-type: none"> Because people who <u>speak</u> foreign languages <u>from an early age</u> Learn other/additional/more languages <u>very</u> quickly Same thing happens with technology 	<p>Other/additional languages Since they were young</p> <p>Fast</p> <p>This is true of technology Same (situation) when it comes to technology</p>	<p>Learn languages</p> <p>Learn it/learn them easily</p>

Questions/Acceptable answers		Acceptable/Markers' Notes	Unacceptable answers
2.	<p>According to Victoria, what impact does technology have on the lives of young people? 3 marks</p> <ul style="list-style-type: none"> • They <u>need</u> quite a number of/a good many hours per day • To attend to all their technological chores • Domestic chores can wait 	<p>Using technology With their/by technology</p> <p>Housework neglected Pulls them away from housework</p>	<p>A certain amount of hours A good hour</p> <p>On the computer/Internet/online</p>
3.	<p>What does Victoria say about computers and young people? 2 marks</p> <ul style="list-style-type: none"> • They are a platform for communication • And not a barrier for them 		<p>(Main) form of communication</p> <p>No barrier between them and others</p>

Questions/Acceptable answers		Acceptable/Markers' Notes	Unacceptable answers
4.	<p>The report on technology suggests caution. What further advice does Francisco offer? 3 marks</p> <ul style="list-style-type: none"> • That balance (in life) is <u>essential</u> • Should have other activities/things (in life) • Like going to the cinema, going out with friends, spending time with family (<u>all 3 required</u> for one mark) 	<p><u>Need to</u> keep a balance</p> <p>Mix up/vary activities</p>	<p>Create a balance (without reference to need)</p> <p>Go to cinema with friends Spend time <u>in house</u> with family</p>

Questions/Acceptable answers		Acceptable/Markers' Notes	Unacceptable answers
5.	(a) What does Victoria find so impressive? 1 mark <ul style="list-style-type: none"> Young people can do/pay attention to (so) many things <u>at the same time</u> 	Several/more than one thing/ other things At the one time/at once	Two things at the one time Other things in life
	(b) Give <u>two</u> examples to support her view. 1 mark Any <u>2</u> examples from <ul style="list-style-type: none"> Watching You Tube video Sharing/uploading photos Downloading music Watching tv/programme (they have missed) 		Organising photos Listening to music Programming TV While TV programme is on

Questions/Acceptable answers		Acceptable/Markers' Notes	Unacceptable answers
6.	<p>What comments are made about photographs on Facebook by</p> <p>(a) Francisco? 1 mark</p> <ul style="list-style-type: none"> People can choose/select the photos which make them look good/that show their best side/face to the public <p>(b) Victoria? 2 marks</p> <ul style="list-style-type: none"> There are photos of people <u>she</u> is not interested in Quality of photos is awful 	<p>Select photos that you want public to see</p> <p>People she doesn't care about</p>	<p>Seeing pictures of so many people doesn't interest her People are not interested in</p> <p>Amount/quantity of photos Bad photos</p>

Questions/Acceptable answers		Acceptable/Markers' Notes	Unacceptable answers
7.	<p>According to Francisco how strict can some parents be? 2 marks</p> <ul style="list-style-type: none"> • They take the internet cable with them • when they leave the house 	Take away the Internet	<p>They don't allow Internet</p> <p>Take Internet card with them</p> <p>Disconnect/switch off/turn off Internet/computer</p>
8.	<p>What optimistic note does Victoria end on? 2 marks</p> <ul style="list-style-type: none"> • If a youngster is using MP3, computer or camera <u>all day</u> • there is no reason to worry 	<p>All the time</p> <p>(reference to technology + one example = one mark)</p>	Every day

Total = 30 marks

Section II – Discursive Writing

Notes on procedure

- 1 There are **40 marks** awarded to the Discursive Writing section.
- 2 The mark should be awarded on the basis of your general evaluation of the essay. It will be based on (a) grammatical correctness, (b) idiomatic command and sense of style, (c) the intellectual level of the ideas expressed, (d) plan or orderly development of ideas, (e) relevance to the subject set – but you remain free to vary the weight you attach to each of these in each individual essay. Answers which are largely irrelevant to the subject are unlikely to gain more than a Satisfactory mark, and could in some cases be considerably lower.
- 3 **Credit points**, indicated by a prominent tick in the left-hand margin, should be given for anything good. Such credit points may be gained, for example, by a good use of idiom, a well-handled syntactical construction, variety of constructions; a well-organised plan, neatly constructed paragraphs, a forcefully expressed idea, appropriate use of varied registers.

Weak essays are commonly characterised by inaccurate grammar, thin or repetitious vocabulary and poor planning or relevance.
- 4 Neither grammatical mistakes nor credit points are to be formally totalled; but you should use them as guides for your final assessment. A candidate with one or two credit points may be in the running for a good mark, while one with a lot of grammatical mistakes or other signs of weakness will probably fall into the 'Unsatisfactory' category, or below. Poor punctuation and writing that is difficult to read may be penalised.
- 5 To award your final mark, you should place each script in one of a given number of categories. Each of these carries a fixed mark, as outlined in the Pegged Marks and Criteria on page 12.

You must observe this fixed scale of marks, the purpose of which is to prevent a proliferation of individual marking scales.
- 6 The mark awarded should be entered in the **outer right hand margin** at the end of the question, then added to the mark for Section I. The resulting total must be entered in the space provided on the outside front cover of the script and transferred to the Mark Sheet.

Categories	Criteria	Pegged marks
Very Good	The language is characterised by a high degree of accuracy and/or may show some flair. Uses a good range of structures and vocabulary appropriate to Advanced Higher with few, if any, errors of spelling and/or punctuation. The essay is well structured and all aspects are relevant to the title.	40
Good	The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher. Contains a reasonable range of vocabulary and structures appropriate to the level. There are few errors in spelling and/or punctuation. The essay has an adequate sense of structure and most aspects are relevant to the title.	32
Satisfactory	Sufficient control of structures appropriate to Advanced Higher to convey meaning clearly. Contains a reasonable range of vocabulary and some complex sentences. Spelling and punctuation are generally correct. The essay has some sense of structure and most aspects have some relevance to the title. Performance may be uneven, but the good outweighs the bad.	24
Unsatisfactory	The language is insufficiently accurate to convey meaning clearly and consistently. Very limited range of vocabulary and/or structures appropriate to Advanced Higher. Inappropriate use of learned material, and possibly some unidiomatic translation from English. The essay may be lacking in structure and less than half of the aspects have any relevance to the title.	16
Poor	The language contains frequent basic errors and/or other tongue interference which seriously impede communication. The essay may be unstructured and few aspects are relevant to the title.	8
Very Poor	No redeeming features	0

[END OF MARKING INSTRUCTIONS]