

Part One: 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, [P&N would advise you to use your own professional judgement and to annotate the detailed marking instructions for future reference].
- (d) Award a mark to each answer. Marks are not transferable between questions.
- (e) For questions that ask candidates to ‘state’ or ‘give’, candidates must give a brief, accurate response/name.

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Part Two: Detailed marking instructions for each question Reading— 30 marks

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

Text 1

Question		Expected response	Max mark	Additional Comment	
1.	(a)	<ul style="list-style-type: none"> • Attending boring classes 	1	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates’ responses.	
	(b)	(i)	<ul style="list-style-type: none"> • He/she will live in another country for a time/while • He/she will stay with families (in that country) 		2
		(ii)	<ul style="list-style-type: none"> • What kind of family their child will stay with 		1
		(iii)	<ul style="list-style-type: none"> • . . . thousands of families . . . • . . . to learn the language . . . 		2
	(c)	<ul style="list-style-type: none"> • The opinions of previous visitors 	1		
	(d)	<ul style="list-style-type: none"> • Better exam results • Improvement in fluency <u>in speaking</u> • Gain confidence 	3		
			10		

Text 2

Question		Expected response	Max mark	Additional Comment	
2.	(a)	<ul style="list-style-type: none"> From a very early age 	1	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	
	(b)	(i)	<ul style="list-style-type: none"> Access to information Children can find what they are looking for on the Internet They can do it <u>much more</u> quickly Any 2 from 3		2
		(ii)	<ul style="list-style-type: none"> In the <u>near</u> future, teachers will use digital devices for lessons Use mobile phones as a teaching tool 		2
	(c)	(i)	<ul style="list-style-type: none"> One of the main disadvantages is bullying The child's emotional health can be affected 		2
		(ii)	<ul style="list-style-type: none"> Seen as a status symbol 		1
		(iii)	<ul style="list-style-type: none"> It can affect the child's relationship with other children his/her age Children can be rejected by the other pupils (in school) 		2
					10

Text 3

Question		Expected response	Max mark	Additional Guidance	
3.	(a)	<ul style="list-style-type: none"> All aspects of the user's life The life of his/her family Any 1 from 2	1	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	
	(b)	<ul style="list-style-type: none"> They <u>often</u> cause chronic illnesses 	1		
	(c)	(i)	<ul style="list-style-type: none"> Working well in school Finding <u>and</u> keeping a job 		2
		(ii)	<ul style="list-style-type: none"> Communicating with <u>and</u> treating young people as adults 		1
	(d)	(i)	<ul style="list-style-type: none"> They obtain poor qualifications They miss classes They show/display bad behaviour Any 2 from 3		2
		(ii)	<ul style="list-style-type: none"> They lose interest in their usual pastimes or sports They eat too much or stop eating They sleep too much or stop sleeping Any 2 from 3		2
		(iii)	<ul style="list-style-type: none"> They display moodiness, aggression or rebellion 		1
					10

[END OF READING MARKING KEY]

General marking principles for National 5 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.

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.

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*.

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Task: E-mail application for a job in this country or abroad, including information specified in six bullet points.

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 coordinating conjunctions and/or subordinate clauses where appropriate.</p> <p>The language of the e-mail flows well.</p>

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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 coordinating 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>
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Category	Mark	Content	Accuracy	Language resource —variety, range, structures
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, e.g. <i>I like, I go, I play</i>.</p> <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 and indeed may not address either or both of the unpredictable bullet points.</p> <p>On balance, however, the candidate has produced a satisfactory job application in the specific language.</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, e.g. <i>I go the town</i>.</p> <p>Overall, there is more correct than incorrect.</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> e.g. <i>Chemistry is interesting</i>.</p> <p>The candidate has a weak knowledge of plurals.</p> <p>There may be several spelling errors, e.g. reversal of vowel combinations.</p>

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Category	Mark	Content	Accuracy	Language resource —variety, range, structures
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, e.g. <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>
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>

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Category	Mark	Content	Accuracy	Language resource —variety, range, structures
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>	Virtually nothing is correct.	<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>

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Part One: General marking principles for National 5 Spanish Listening

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 for each question, 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, [P&N would advise you to use your own professional judgement and to annotate the detailed marking instructions for future reference].
- (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) There are a number of supported marks across the two items. Where there are supported marks in the form of a grid, award 0 marks if a candidate ticks all boxes.
- (g) For questions that ask candidates to ‘state’ or ‘give’, candidates must give a brief, accurate response/name.

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Part Two: Detailed marking instructions for each question
Listening – 20 marks

The following notes are offered by P&N to support markers in making judgements on candidates' evidence. Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.

Item 1

Question		Expected response	Max mark	Additional Comment	
1.	(a)	<ul style="list-style-type: none"> She lives 20 kilometres away from the school 	1	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	
	(b)	<ul style="list-style-type: none"> All her friends go there 	1		
	(c)	(i)	<ul style="list-style-type: none"> They do not allow talking in class They get angry if pupils do not do homework or if they don't work hard 		2
		(ii)	<ul style="list-style-type: none"> They are very understanding They help pupils as much as they can 		2
	(d)	<ul style="list-style-type: none"> The culture of English-speaking countries 	1		
	(e)	<ul style="list-style-type: none"> Laura goes to the school volleyball club <u>twice per week</u> 	1		
			8		

Item 2

Question		Expected response	Max mark	Additional Comment	
2.	(a)	<ul style="list-style-type: none"> • She has the opportunity to meet new people • She can earn her own money 	2	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	
	(b)	<ul style="list-style-type: none"> • She has to organise her week to have enough time for studying • It gives her the opportunity to be independent 	2		
	(c)	<ul style="list-style-type: none"> • She wants to study sport at university OR <ul style="list-style-type: none"> • She wants to be a PE teacher 	1		
	(d)	(i)	<ul style="list-style-type: none"> • She likes team sports • Such as basketball or American football 	2	American football, not baseball
		(ii)	<ul style="list-style-type: none"> • Surf the Internet • Download music and videos • Go to the cinema with friends • Go clubbing with friends Any 2 from 4	2	
	(e)	(i)	<ul style="list-style-type: none"> • Thrillers—are very exciting • Comedies—she likes to laugh 	2	Accept 'thrilling' <u>but</u> NOT 'passionate'
		(ii)	<ul style="list-style-type: none"> • Romantic films 	1	
			12		

[END OF LISTENING MARKING KEY]

Suggested “cut-off” scores for estimates of exam performance

(Total mark: 70 [Reading: 30; 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 ($\geq 40\%$)	
No award	Band 8 ($<40\%$)	Band 9 ($<30\%$)

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 NATIONAL 5 SPANISH 2018/2019 MARKING KEY]