



National
Qualifications
2022

2022 Spanish

Listening and Discursive Writing

Advanced Higher

Finalised Marking Instructions

© Scottish Qualifications Authority 2022

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments.

The information in this document may be reproduced in support of SQA qualifications only on a non-commercial basis. If it is reproduced, SQA must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from permissions@sqa.org.uk.



General marking principles for Advanced Higher 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, 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 marking instructions indicate the essential idea that a candidate should provide for each answer. 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.

Marking instructions for each question - Listening

Item 1

| Question | | | Expected response(s) | Max mark | Additional guidance |
|----------|-----|--|---|----------|--|
| | | | | | Do not accept: |
| 1. | (a) | | <ul style="list-style-type: none"> • (an attempt/try to/trying to) escape problems • the (false) belief/assumption/thoughts/reality that they are not harmful/dangerous/damaging | 2 | forget about/deal with/get rid of problems |
| | (b) | | <ul style="list-style-type: none"> • addiction lowers/reduces attention span/capacity/ability to pay attention • (addiction) reduces energy levels <p>NB: If both bullet points are covered in one sentence, no need to repeat the verb 'reduce'.</p> | 2 | it affects their attention they are unable to concentrate loss of attention capacity |
| | (c) | | <ul style="list-style-type: none"> • behaviour which puts the consumer's/drug user's life at risk • the effects can last a long time/have a long duration (for your life) it could be long-term | 2 | it places your behaviour at risk life long side effects |
| | (d) | | <ul style="list-style-type: none"> • they are obsessed with (the need to take) drugs • they only live for their addiction • it becomes complicated to/they struggled to maintain/sustain close/intimate relationships/complicates maintaining intimate relationships <p>Any 2 from 3</p> | 2 | they only live with their addiction |
| | (e) | | <ul style="list-style-type: none"> • paying a fine/fines. • being imprisoned/go to jail/prison | 2 | |

Item 2

| Question | | | Expected response(s) | Max mark | Additional guidance |
|----------|-----|--|---|----------|--|
| | | | | | Do not accept: |
| 2. | (a) | | <ul style="list-style-type: none"> to tell/teach young people about/to make young people aware of/to raise young people's awareness/to create awareness among teens of the danger(s)/risks of drugs | 1 | to gain the trust of young drug users to help young people in danger of drugs |
| | (b) | | <ul style="list-style-type: none"> (it is/they are) vulnerable to/because of social pressure/peer pressure (it must be) a challenge working with them/it's difficult to work with them | 2 | |
| | (c) | | <ul style="list-style-type: none"> they have experience (of) working with young(er) people (can) adapt the language and activities to different groups | 2 | working with people language activity/activities attitudes |
| | (d) | | <ul style="list-style-type: none"> they do not change/accomplish anything there is an increase/rise in (national) campaigns young people still take/experiment with drugs/illegal substances | 3 | programmes addicts will still take risks |
| | (e) | | <ul style="list-style-type: none"> (to give out/deliver/distribute) information based on scientific evidence to develop (values/attitudes in line with) a healthy lifestyle/teach them to live a healthy life | 2 | |
| | (f) | | <ul style="list-style-type: none"> to encourage (a climate of) respect to establish/create/build relationships quickly/quicker | 2 | to create relationships |
| | (g) | | <ul style="list-style-type: none"> (establish) concrete/clear/specific aims/objectives/goals don't judge their lifestyle reflect on the consequences (of taking harmful substances/drugs) | 3 | |

| Question | | | Expected response(s) | Max mark | Additional guidance |
|----------|-----|--|--|----------|--|
| | | | | | Do not accept: |
| | (h) | | <ul style="list-style-type: none"> • role plays (to allow them to face up to difficult situations) • debates/discussions in small groups • (invite first-hand) accounts/testimonies/stories from drug addicts/alcoholics <p>Any 2 from 3</p> | 2 | role games work together in small groups give evidence/testify testimonials |
| | (i) | | <ul style="list-style-type: none"> • self-esteem and/or (self-)confidence/belief | 1 | trust |
| | (j) | | <ul style="list-style-type: none"> • to protect youngsters/teenagers from the dangers/risks of drugs | 1 | people children |
| | (k) | | <ul style="list-style-type: none"> • drugs are an obstacle to them achieving their aims/objectives/goals | 1 | |

General marking principles for Advanced Higher Spanish Discursive 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) 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) 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. Three main aspects of the piece of writing should be considered:
 - (i) content
 - (ii) accuracy
 - (iii) language resource - variety, range, structures
- (e) Using the pegged marks table, the marker should first select the row of the table in which the descriptors most closely match the candidate's piece of writing. Once that row has been identified, the assessor should follow this guidance:
 - If the evidence largely matches the descriptors across all of the aspects of the work, award the higher of the two available marks
 - If the evidence largely matches the descriptors across most of the aspects of the work, award the lower of the two marks available
- (f) If markers are in doubt about which of two adjacent rows to select: select the upper row and award the lower pegged mark in that row.
- (g) Markers can award the highest pegged mark (40) for writing even if there are minor errors. These should not detract from the overall impression.
- (h) Candidates are instructed to write 250-300 words. The general and detailed marking instructions should be applied even where the length of the piece of writing falls outside this range.

Marking instructions - Discursive writing

| Mark | Content | Accuracy | Language resource: variety, range, structures |
|-------------------------|---|--|--|
| 40 or 36 | <ul style="list-style-type: none"> The essay is well structured and all aspects are relevant to the title The topic is addressed fully, in a balanced way Overall this comes over as a comprehensive, competent, well thought-out response to the task which reads naturally | <ul style="list-style-type: none"> The language is characterised by a high degree of accuracy and may show some flair A comprehensive range of verbs is used accurately and tenses are consistent and accurate There is evidence of confident handling of all aspects of grammar and spelling Some minor errors need not detract from the overall very good impression | <ul style="list-style-type: none"> The language used is mostly complex and sophisticated There is a wide range of structures and vocabulary appropriate to advanced higher There is a comprehensive range of verbs/verb forms and tenses There is good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order There is extensive use of co-ordinating conjunctions and subordinate clauses throughout the writing The language flows well and ideas and opinions are expressed effectively |
| 32 or 28 | <ul style="list-style-type: none"> The essay has a good sense of structure and most aspects are relevant to the title The topic is addressed well The content is clear and well thought out | <ul style="list-style-type: none"> The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to advanced higher A range of verbs is used accurately and tenses are generally consistent and accurate Other parts of speech are used accurately There are few serious errors in spelling and/or punctuation | <ul style="list-style-type: none"> The language used is generally complex and sophisticated Contains a good range of vocabulary and structures appropriate to advanced higher The candidate uses a good range of verbs/verb forms and tenses There is good use of co-ordinating conjunctions and subordinate clauses throughout the writing Ideas and opinions are expressed effectively |

| Mark | Content | Accuracy | Language resource: variety, range, structures |
|----------------|---|---|--|
| 24 or 20 | <ul style="list-style-type: none"> The essay has some sense of structure and most aspects have some relevance to the title The topic is addressed adequately The content is mostly clear | <ul style="list-style-type: none"> The less complex language may be mostly accurate. However, in places, where the candidate attempts to use complex and sophisticated language, this may be less successful The verbs are generally correct, but the range of verbs and tenses is limited Spelling and punctuation are generally correct but there may be a few errors in some parts of speech - personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses | <ul style="list-style-type: none"> There are some examples of complex and sophisticated language Contains a reasonable range of vocabulary and structures appropriate to advanced higher There is a limited range of verbs/verb forms and tenses There are some successful attempts to use co-ordinating conjunctions and subordinate clauses. Ideas and opinions are expressed adequately There is some dictionary misuse |
| 16 or 12 | <ul style="list-style-type: none"> The essay is lacking in structure and less than half of the aspects have any relevance to the title The topic is addressed but in a limited way The content is limited and may be presented as a single paragraph | <ul style="list-style-type: none"> The language is insufficiently accurate to convey meaning clearly and consistently Ability to use verbs and form tenses accurately is inconsistent. There may be confusion between the singular and plural form of verbs Although basic structures are used accurately, control of the language structure at times deteriorates significantly There are errors in other parts of speech - gender of nouns, cases, singular/plural confusion - and in spelling and, where appropriate, word order. Several errors are serious Overall there is more incorrect than correct | <ul style="list-style-type: none"> There is limited use of complex and sophisticated language Contains a limited range of vocabulary and/or structures appropriate to advanced higher There is inconsistency in the use of verbs/verb forms and tenses There are few successful attempts to use co-ordinating conjunctions and subordinate clauses There may be examples of unidiomatic translation from English and/or examples of dictionary misuse |

| Mark | Content | Accuracy | Language resource: variety, range, structures |
|--------------|--|--|---|
| 8 or 4 | <ul style="list-style-type: none"> The essay is unstructured and few aspects are relevant to the title The topic is not fully addressed The content is very limited | <ul style="list-style-type: none"> The language is almost completely inaccurate throughout the writing and there is little control of language structure Most of the verbs are incorrect. There is little evidence of tense control Most basic structures are not used accurately and control of the language structure generally deteriorates significantly There are frequent errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions. Overall there is more incorrect than correct | <ul style="list-style-type: none"> There is little use, if any, of complex and sophisticated language The essay contains a very limited range of vocabulary and structures appropriate to advanced higher The candidate may not cope with more than one or two basic verbs/verb forms and tenses Some sentences may not be understood by a sympathetic native speaker There are examples of mother tongue interference and serious dictionary misuse |
| 0 | <ul style="list-style-type: none"> The essay is unstructured and/or irrelevant The candidate is unable to address the topic | <ul style="list-style-type: none"> The language is seriously inaccurate throughout the writing and there is almost no control of language structure Very few words are written correctly in the modern language | <ul style="list-style-type: none"> There is no evidence of complex and sophisticated language There may be several examples of mother tongue interference Very little is intelligible to a sympathetic native speaker There may be several examples of serious dictionary misuse |

[END OF MARKING INSTRUCTIONS]