



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2015

Marking Scheme

Spanish

Higher Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

(Total Marks: 300)

GRADING

A:	255 - 300
B:	210 - 254
C:	165 - 209
D:	120 - 164
E:	75 - 119
F:	30 - 74
N.G.:	0 - 29

PLEASE NOTE:

In reading this marking scheme, the following points should be noted:

A forward slash / before an answer indicates that the answer is synonymous with that which preceded it or is an alternative answer. Answers separated by a forward slash cannot therefore be taken as different answers.

A dash - before an answer indicates that the answer is a separate answer, which may be considered as independent of any other suggested answers to the question.

Rounded brackets () indicate material which is not considered to be essential in order to gain full marks.

Square brackets [] show a breakdown of marks within the question or give further clarifications for marks to be awarded for certain answers to that question.

N. B. In all Sections of the examination the answers given on the marking scheme should not be considered as the only possible answers that may be accepted. Answers which are synonymous with or equivalent to those on the published marking scheme are also acceptable.

In developing the marking scheme the following should be noted:

- *In many cases only key phrases are given which contain information and ideas that must appear in the candidate's answer in order to merit the assigned marks.*
- *The descriptions, methods and definitions in the scheme are not exhaustive and alternative valid answers are acceptable.*
- *The detail required in any answer is determined by the context and the manner in which the question is asked, and by the number of marks assigned to the answer in the examination paper. Requirements and mark allocations may, therefore, vary from year to year.*
- *Words, expressions or phrases must be correctly used in context and not contradicted, and where there is evidence of incorrect use or contradiction, the marks may not be awarded.*

Marking Scheme Leaving Certificate Higher Level Spanish 2015

1. Anuncio – UNA MÁQUINA EXPENDEDORA DE HUEVOS

(1+1+1) + (2+1) + (1+1+1) + (2+1) marks = 12 marks

- a. **Three** of: milk/ chocolate (bars)/ crisps/ water/ (soft) drinks. **(1+1+1marks)**
- b. To sell the eggs directly to the public, to eliminate unnecessary expenses. **(2+1 marks)**
- c. While he was on holidays, in Torremolinos/ Spain, on the beach. **(1+1+1 marks)**
- d. (They are being) installed all over Europe, they are coming to Spain this summer. **(2+1 marks)**

2. Diálogo – ENTREVISTA CON AGATHA RUIZ DE LA PRADA, DISEÑADORA ESPAÑOLA

3+ (1+1+1) + (1+1+1) + 3 marks = 12 marks

- a. Good therapy against unhappiness, especially in the midst of an economic crisis. **(3 marks)**
- b. **Three** of: Uniformity/ lack of liberty/ insecurity/ sadness/ lack of imagination. **(1+1+1marks)**
- c. **Three** of: shoes/ household goods/ bed spreads/ cushions/ vacuum cleaners/ plugs. **(1+1+1 marks)**
- d. That everybody can recognise her designs. **(3 marks)**

3. Diálogo – HABLANDO CON ANTONIO BANDERAS, ACTOR FAMOSO

(2+1) + (1+1) + (1+1+1) + 3 marks = 11 marks

- a. (i) It was under a (military) dictatorship (ii) many actors had problems with the police. **(2+1 marks)**
- b. Because she had children and it was more convenient for the family. **(1+1 marks)**
- c. He hates fast food, he misses Spanish food especially paella / shell fish/ seafood. **(1+1+1 marks)**
- d. **Three** of: Spend a lot of time on the street, chatting, going for a walk, dining/ eating. **(3 marks)**

4. Descriptivo – FELIPE VI, REY DE ESPAÑA

2 + 2 + (1 + 1) + 4 marks

= 10 marks

- a. Felipe VI/ he made his first visit to Seville since he was proclaimed king (of Spain). **(2 marks)**
- b. A group of 300 Master of Finance students. **(2 marks)**
- c. **Two** of: shake his hand/ greet him/ talk with him. **(1+1 marks)**
- d. He is (quite) handsome; nobody wanted to miss the chance of taking a *selfie* or a photo as a souvenir. **(4 marks)**

5. Descriptivo – LAS TAPAS

(1+1+1) + 2 + 3 + (1+1+1) marks

= 11 marks

- a. They are an important part of Spanish (food) culture; they are served (as an aperitif) in (most) Spanish bars/ restaurants, together with a beer/ wine. **(1+1+1 marks)**
- b. In order to taste a variety of tapas/ snacks. **(2 marks)**
- c. There are no tables, people enjoy their tapas standing along/at the bar where the different tapas are. **(3 marks)**
- d. To go out for tapas, socialize, wind down from the daily routine. **(1+1+1 marks)**

6. El tiempo

(1+2) + (1+1) + (1+2) + 4 marks

= 12 marks

- a. (Possibility) of showers or isolated storms. **(1+2 marks)**
[isolated = 0m]
- b. Clear (skies) and sunshine. **(1+1 mark)**
- c. They won't change (significantly), normal (values) for this time of year. **(1+2 marks)**
- d. Stable (weather), easterly winds, some cloud (in north of islands). **(4marks)**
[some = 0m]

7. **Una Noticia – PROTESTAS CONTRA EL TURISMO DE BORRACHERA EN BARCELONA**

4 + (1+1+1) + 3 + 2 marks = 12 marks

- a. A protest march took place / 2000 thousand people (demonstrated),
against the (illegal) expansion of tourist apartments in the beach area (of Barceloneta). **(4 marks)**
- b. **Three** of: It left (a little after) 6 (pm)/ from (Bosca) square in Barceloneta/
towards the town hall/ Children carrying placards headed the march. **(1+1+1 marks)**
- c. The anti-social behaviour of tourists leaving the bars and clubs in the early morning
which makes it difficult for people to rest. **(3 marks)**
- d. They want the locals to reclaim the area from the binge drinkers. **(2 marks)**

12 + 12 + 11 + 10 + 11 + 12 + 12 = 80 marks

1. (a) Prescribed literature – *Sin noticias de Gurb* (50 marks)

Q. 1 3 marks × 3 = 9 marks

- (a) *abono (la cuenta)* (3 marks)
(b) *habitar en barrios* (3 marks)
(c) *se divierten más* (3 marks)

Q. 2 3 marks × 3 = 9 marks

- (a) ... walking the streets. (3 marks)
(b) ... to which they (humans) give great importance. (3 marks)
(c) Fed up walking around the spaceship,.. (3 marks)

Q. 3 4 + 3 + 3 = 10 marks

- Pays bill in restaurant. (4+3+3 marks)
Leaves a tip [2] of 100 million
Buys new 'shoes' (skis)

Q. 4 4 + 3 + 3 = 10 marks

- Any 3 of: (4+3+3 marks)
- Rich people don't pay
 - Poor people pay a lot
 - Rich people live longer and better than poor people
 - Rich people are taller /healthier and better looking.
 - They enjoy life more
 - They travel to exotic locations
 - They get a better education.
 - They work less
 - They are surrounded by luxuries
 - They have more clothes
 - They are looked after better when sick
 - They are buried with more show
 - They are remembered longer
 - There is more of a chance they will appear in newspapers and magazines.

Q. 5 4 + 4 + 4 = 12 marks for any 3 relevant points

1. (b) Journalistic Text (50 marks)

IMPORTANCIA DEL APRENDIZAJE DEL INGLÉS EN ESPAÑA.

Q. 1 4 marks × 5 = 20 marks

- (a) How important learning English is for life.
[Learning languages has always been valuable = 2m] **(4 marks)**
- (b) **Two** of: to prepare youth (in the best possible way) for the labour market/workforce (in this century),
the world of business is increasingly interconnected and globalized,
competence in English is the first skill that a company looks for. **(2+2 marks)**
- (c) She would have to have meetings in English with workers from other countries. **(4 marks)**
- (d) They promote an understanding not just of language but also of life/ culture of these countries. **(4 marks)**
- (e) The next generations are beginning to improve their fluency in English little by little. **(4 marks)**

Q. 2 4 marks × 3 = 12 marks

- (a) *más de una vez* **(4 marks)**
(b) *asegura* **(4 marks)**
(c) *fuera* **(4 marks)**

Q. 3 4 marks × 3 = 12 marks

- (a) ... when we are older and more mature **(4 marks)**
(b) ... who regrets not having studied more **(4 marks)**
(c) Spain is the country that sends most Erasmus students **(4 marks)**

Q.4 6 marks

[Any mark from 0 to 6 may be awarded for this question]

2. (a) and (b) $4 + 3 + (2 + 2) + 2 + (2 + 2) + 3 = 20$

(a) LOS PEATONES MAYORES DE 65 AÑOS, LOS DE MAYOR RIESGO MORTAL EN ACCIDENTES DE TRÁFICO (11 marks)

- (i) They are at greatest risk of death in car/traffic accidents. **(4 marks)**
- (ii) **One** of: (the need to encourage use of) reflective clothing/
cars should have systems that can detect pedestrians. **(3 marks)**
- (iii) **Two** of: distracted (drivers)
don't respect traffic lights
ignore zebra crossings. **(2+2 marks)**

(b) BILBAO MANTENDRÁ LAS LUCES HASTA QUE ACABEN LOS MUNDIALES. (9 marks)

- (i) When the (basketball) tournament/ matches are over. **(2 marks)**
- (ii) (a) It's the company which has been in charge of the Christmas lights
for the past 45 years.
(b) It will pay the costs. **(2+2 marks)**
- (iii) Hopes that both tourists and locals spend their money [2m]
in the shops and to go (the terraces of) the bars [1m] **(3 marks)**

SECTION B

¿LLEGÓ EL FIN DE LA TRACIONAL SIESTA EN ESPAÑA?

(100 marks)

Q. 1 3 marks × 5 = 15 marks

- (a) *también en la población (no religiosa)* (3 marks)
- (b) *(nos) libra de tensiones* (3 marks)
- (c) *poco a poco* (3 marks)
- (d) *empleados* (3 marks)
- (e) *se posiciona en contra* (3 marks)

Q. 2 5 marks × 3 = 15 marks

- (a) ...to rest and recharge their batteries/recoup/restore energy... (5 marks)
- (b) ...(they) continue to look for ways to earn a living. (5 marks)
- (c) ...current economic conditions/circumstances will put an end to the siesta. (5 marks)

Q. 3 1 mark × 5 = 5 marks

Extra words no marks.

- (a) *el mediodía* (1 mark)
- (b) *diferente* (1 mark)
- (c) *comercios* (1 mark)
- (d) *aplicar* (1 mark)
- (e) *costumbre* (1 mark)

Q. 4 (2+2+2 marks) + (2+2+1 marks) + (2+2 marks) = 15 marks

(a) **Three of:**

- It is healthy / improves (general) health / lack of sleep endangers health
- those who sleep 2 hours less than average reduce their life expectancy
- relieves stress/releases tension
- benefits memory and learning.

(2+2+2 marks)

(b) Reductions in costs of:

- electricity
- water
- catering/canteen services.

(2+2+1 marks)

(c) **Two of:**

- the (Federation of) Parents
- doesn't see any benefits for students
- says parents would have to look for someone to mind the children
- says that the government just wants to save money/
- (on) electricity/ meal grants.

(2+2 marks)

Guidelines for Marking Q. 5 (Linked Question)

1. CONTENT/COMMUNICATION

25 marks

TOP

High level of coherence
Clear argumentation
Communicative intention fulfilled
Little or no irrelevant material

18 – 25 marks

MIDDLE

Reasonable level of coherence
Comprehensible to Spanish speaker
Communicative intention more or less respected
Some irrelevant material

9 – 17 marks

BOTTOM

Lack of coherence
Spanish speaker would have difficulty understanding
Communicative intention not fulfilled
A lot of irrelevant material

0 – 8 marks

2. LANGUAGE

25 marks

TOP

Idiomatic Spanish
Good level of vocabulary
Few grammatical/spelling mistakes
Correct usage of tenses

18 – 25 marks

MIDDLE

Vocabulary quite good - generally adequate and appropriate
Verbs generally correct
Not too many spelling/grammatical mistakes

9 – 17 marks

BOTTOM

Problems with vocabulary – limited range of vocabulary
Most verbs incorrect
Many spelling mistakes

0 – 8 marks

Note:

**Where no marks are awarded for Content 1,
(ie. effort totally irrelevant), no marks will be awarded for Language 2.**

Q.2 (a)

DIARY ENTRY

20 marks

Look for **four** valid well-made points. Allow a maximum of **5** marks each.

(4 x 5 = 20 marks)

OR

Q.2 (b)

NOTE

20 Marks

There are **four** points to be communicated. Allow maximum of **5** marks each. **(4 x 5 = 20 marks)**

Note: In Q. 2 (a) and (b) **minor inaccuracies** (i.e. which do not distort ‘message’) should be ignored. **Verbs must be correct for full marks.**

Note: In any part of written production the same mistake will not be penalised twice.

Extra Notes:

1a) *Letter / Email:*

- Correct formal layout for letter/ email is expected.
- Letter / email can be **loosely** based on the suggestions given.
- Candidates are expected to make five **relevant** points.

Each point should be expanded and developed. For full marks, candidates should write at least two or three sentences for each point.

APPENDIX ONE

REASONABLE ACCOMODATIONS & MODIFIED MARKING SCHEME

A modified marking scheme is applied to the work submitted by candidates who have been granted one or a combination of the following arrangements:

- *Use of a tape recorder on grounds of a learning difficulty*
- *Use of a tape recorder on grounds of a physical difficulty*
- *Use of a voice activated word processor*
- *Use of a scribe*
- *Waiver in relation to spelling and grammar*
- *Use of a word processor on grounds of a **learning difficulty only** (computer with the spell check and grammar check facility enabled/ turned on).*

For those candidates granted a spelling and grammar waiver, errors in certain grammatical areas are not penalized. In assessing the work of these candidates, a modified marking scheme will apply.

Section A

The Modified Marking Scheme applies to Prescribed Literature Q.1(a), 1; and Journalistic Text Q.1(b), 2 & 4.

Section B

The Modified Marking Scheme applies to Q.1, 3 and 5.

Section C

The Modified Marking Scheme applies to all of this section.

Content and communication will be marked as standard but **spelling** and elements of **grammar**, such as verb endings and agreement of adjectives will not be penalized.

Spelling: Missing or incorrect accents are regarded as spelling errors which are not to be penalised.

Grammar: the grammatical elements which are not to be penalised can be judged by imagining that you are hearing the answer on a tape/CD. If it sounds right, mark as such. Only mistakes that would be picked up when listening should be penalised.

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