

# Commentary on candidate evidence

The candidate evidence has achieved the following marks for the assignment writing coursework assessment.

## Candidate 1

**Context: Learning**

**Stimulus: School uniform should be compulsory for all students. Discuss.**

The candidate was awarded **20 marks**.

### Content

The candidate addressed the title in a full and balanced way, using relevant content on school uniform with detailed and complex language throughout.

The candidate outlined in the introduction they would offer different viewpoints, for example: *“Muchas personas creen que el uniforme no tiene propósito, sin embargo, otras piensan que los alumnos deben llevarlo, voy a estudiar las ventajas y las desventajas del uniforme” (...)*.

The candidate also expressed a wide range of ideas, opinions and reasons throughout: *“muchas personas creen”, “una encuesta reciente muestra que”, “esto es un problema”, “puede que muchos estudiantes no se sientan cómodos”, “la verdad es que”*.

The candidate offers their position on the topic *“mi opinión personal sobre este tema”* but the essay is mainly discursive as is expected at Higher. There is a clear conclusion drawn *“está claro que el uniforme debería ser obligatorio para todos los estudiantes”*.

### Accuracy

The candidate demonstrates a very good degree of grammatical accuracy corresponding to the level. There is a very good degree of accuracy in spelling and word order. Examples include: *“El uniforme también aumenta el sentido de comunidad en el instituto porque no se discrimina a nadie por no poder permitirse ropa de diseño”*.

### Language resource

The candidate uses detailed and complex language throughout and a wide range of structures, for example, *“en los últimos años”, “es como pedir peras al almo”, “a pesar de”, and “no se discrimina a nadie”*. There is a wide range of verbs, verb forms and tenses, for example, *“se ha visto”, “no imponen”, “deben llevarlo”, “para que todos compren” and “podría afectar”*. Singular and plural forms of

various verbs are used throughout, and there are good examples of present tense, conditional tense and the subjunctive.

## Candidate 2

### Context: Society

**Stimulus:** The culture of 'el botellón' in Spain is different to 'binge drinking' in Scotland. Discuss.

The candidate was awarded **20 marks**.

### Content

The candidate addresses the title in a full and balanced way, using relevant content with detailed and complex language throughout.

All content used is relevant and includes a range of ideas, opinions and reasons. The candidate presents a range of arguments and viewpoints: "*hay muchos riesgos asociados con beber alcohol, el beber forma parte de la cultura, el problema es cuando se abusa del alcohol*". The writing flows well, and it is presented in a very structured and organised way, for example, "*para empezar*", "*en segundo lugar*", and comes to a conclusion: "*al fin y al cabo*".

### Accuracy

The candidate demonstrates a very good degree of grammatical accuracy corresponding to the level. For example, the second paragraph is very accurate: "*Para empezar, el modo de beber en Escocia.... El problema es que a las siete de la tarde hay gente que ya está borracha*". Although there are a few errors, for example, "*se comes*", "*muchas gente*"; "*comprado*", they do not detract from the overall impression. Throughout the writing, accuracy in spelling and word order is very good.

### Language resource

The candidate uses detailed and complex language throughout, including a wide range of structures, for example, "*el problema más grave*", "*se debe admitir que*", "*ya está borracha*", "*si no se emborrachan, no se lo pasan bien*", "*se suele tomar una copa*". There is a wide range of verbs and verb forms. Singular and plural forms of various verbs are used throughout.

## Candidate 3

### Context: Society

**Stimulus:** A small group of friends is better than a large group of friends. Discuss.

The candidate was awarded **12 marks**.

### Content

The candidate addresses the title fairly competently, with an adequate degree of accuracy.

The candidate uses content which is generally relevant. Some ideas and opinions are expressed with reasons and there is a some attempt to present different arguments about one friend versus a larger group of friends, although it tends to be from the viewpoint of the candidate: *“tengo un pequeño grupo de amigos”, “me llevo bien con mi gran grupo de amigos”, “mi mejor amigo se llama”, “cuando paso tiempo con muchos amigos”, “prefiero pasar mi tiempo libre con mi mejor amigo”, “en mi opinión diría que es un buen amigo”*. The candidate attempts to give the writing structure with phrases such as *“hay ventajas y desventajas”, “por un lado”, “como ya he dicho”* and *“para concluir”*.

### Accuracy

The candidate demonstrates a good degree of grammatical accuracy and spelling throughout and produces more correct language than incorrect. Some simple errors detract from the overall impression such as, *“un grande grupo”*.

### Language resource

The candidate attempts to use detailed and complex language as well as a range of structures, for example, *“se puede disfrutar”, “no me apoyan”, “diría que”* and *“nos divertimos”*. The candidate copes well with the first and third person in the present tense but there are not many examples of different tenses and at times the response is repetitive and lacks the range of detailed and complex language expected at Higher.

## Candidate 4

### Context: Employability

**Stimulus:** Is work experience more important than studies and exam results?

The candidate was awarded **16 marks**.

### Content

The candidate addresses the title competently and expresses a range of ideas, reasons and opinions. All content is structured, organised and relevant to the title. The candidate introduces different viewpoints and arguments through use of markers such as, “*para empezar*”, “*sin embargo*”, “*en resumen*”. The candidate attempts to present different viewpoints with phrases such as “*según mis maestros*”, “*mis padres recomiendan*”.

### Accuracy

The candidate demonstrates a good degree of grammatical accuracy corresponding to the level although there are a few errors, for example, missing articles and lack of adjectival agreement, “*oportunidades*”, “*son interesado*”; and examples of dictionary misuse such as “*las prácticas laborales...fácil de entrar, son detrimentos*”, but they do not detract from the overall impression. Throughout the writing, accuracy in spelling and word order is good.

### Language resource

The candidate mostly uses detailed and complex language throughout, including a range of structures, for example “*mientras que sean útiles*”, “*en vez de*”, “*muestra una voluntad*” “*su enfoque se divide...*” “*un sentido de libertad*” There is a range of verbs and verb forms. Singular and plural forms of various verbs are used throughout.

## Candidate 5

### Context: Society

**Stimulus:** Films are better than TV. Do you agree?

The candidate was awarded **8 marks**.

### Content

The candidate expresses limited ideas, opinions and reasons about films and tv. Some of the content is quite basic such as *“mi genero favorito es horror”*, *“mi favorito es Harry Potter”*, *“no me gustan nada los programas”*.

The candidate has difficulty incorporating other viewpoints. The arguments presented tend to be personal: *“me encanta todo tipo de películas”*, *“diría que mi genero favorito”*, *“mi favorito es Harry Potter”*, *“no me gustan nada los programas porque son muy aburridas”*, *“en conclusión, diría que las películas son mejores”*.

### Accuracy

The candidate demonstrates an inadequate degree of grammatical accuracy and makes simple errors with adjective agreement and spelling throughout such as *“programmas”* and *“abburidas”*. The candidate does produce some good sentences with correct language, but it lacks the detail or complexity required at this level.

### Language resource

The candidate uses a limited amount of detailed and complex language. There is a limited range of structures, verbs and verb forms, and the candidate rarely goes beyond the present tense. Overall, the level of language is not of the level expected at Higher.

## Candidate 6

### Context: Learning

**Stimulus:** Should learning a second language be compulsory in schools?

The candidate was awarded **20 marks**.

### Content

The candidate addresses the title in a full and balanced way. They express a wide range of ideas, reasons and opinions, for example: *“beneficios y dificultades”*.

The candidate writes discursively and introduces different viewpoints and arguments through use of markers such as, *“primero”*, *“una razón secundaria es”*, *“en conclusion”*. All content is structured, organised and relevant to the title. The candidate attempts to present different viewpoints with phrases such as *“está claro”*, *“por qué”* and draws a conclusion.

### Accuracy

The candidate demonstrates a very good degree of grammatical accuracy corresponding to the level. There are errors such as *“no hay incentivo aprender un idioma”*, *“ayuda unas personas ser”* but these do not detract from the overall impression.

### Language resource

The candidate uses detailed and complex language throughout, including a range of structures, for example, *“pesan más que”*, *“increíblemente exigente”*, *“tienen prioridad”*, *“los alumnos enfocan”*. There is a wide range of verbs and verb forms such as *“discutiré”*, *“deberían”*, *“sería”*. Singular and plural forms of various verbs are used throughout.