Commentary on Higher Spanish Question Paper 1 Directed Writing

Candidate 1

The evidence for this candidate has achieved **8 marks** for the Directed Writing element of this Course Assessment component.

The candidate decided to use Scenario 1.

The candidate was awarded 8 marks because the content is clear, the language is mostly accurate and the language used is detailed and complex.

The content is clear and well organised. All four bullet points are addressed fully and in detail. The topic is addressed clearly.

The language is mostly accurate and there is a sense that the candidate can handle verbs. There is a range of verb tenses and other constructions - preterite, conditional, perfect and gerund: "*participé, pasé tiempo visitando, podría recomendar, he aprendido, considerándolo".* Sentences are generally complex and mainly accurate, despite a few errors: "*Viajé en avión de Edimburgo, y a decir verdad el vuelo fue terrible. (Se) retrasó cinco horas, ¡qué pena!"* The candidate puts all accents in verbs such as "*participé, viajé, pasé, descansé, me ayudó (a) mejorar mi nivel de (...)".*

There are some errors in gender, use of prepositions, of agreement such as "*una festival, llegué en España, los espectáculos en directo en las calles fue fenomenal."* Please note that "*una festival, la festival,"* is a repeated error so the candidate is not penalised for this.

The candidate uses nice phrases and connectors which make the piece of writing flow, such as, "*por otra parte, sin duda, al fin y al cabo, qué pena."* Overall this is a good performance across the three categories.

Candidate 2

The evidence for this candidate has achieved **10 marks** for the Directed Writing element of this Course Assessment component.

The candidate chose to use Scenario 1.

The content is comprehensive and all bullet points are fully addressed. Overall this piece of writing comes over as a competent, well thought out response to the task. It reads naturally as the candidate provides plenty of additional information.

From a language resource point of view, the candidate uses a comprehensive range of verbs such as "*leer, al llegar, bailar, encantar, interesar, hablar, encontrar, gustar, pasar, quedarse*". The use of tenses is consistent. The candidate is comfortable with the first person of the verb, and generally uses a different verb in each sentence. The verb formation is good overall, and the candidate handles reflexives well. The candidate tries using a pluperfect and writes "*habria comprador" instead*. There are other inaccuracies such as "*en el aeropuerto estuvo muy cansada, partipar, explorando*" instead of *"explorado"*, but overall, when reading this Directed Writing, the candidate gives an overall very good impression, with very nice paragraphs such as *"si hubiera tenido más tiempo habria explorado más de España* or *lo encontré muy interesante porque me gustaría estudiar (la) música cuando sea estudiante de la univesidad".*

The candidate uses co-ordinating conjunctions and subordinate clauses such as "*el viaje fue aburrido y largo así que al llegar (...)".* Throughout the piece, the candidate uses detailed and complex language accurately.

Candidate 3

The evidence for this candidate has achieved **6 marks** for the Directed Writing element of this Course Assessment component.

The candidate chose to use Scenario 2.

The content is adequate and is indeed similar to that of an 8 or a 10, and the topic is addressed adequately. The candidate addresses all bullet points clearly with an attempt at additional information.

From a language resource point of view, there are some nice language structures such as "*por otra parte, ya que, por supuesto".* Alongside these positives there are some frequent errors with gender, adjectives and occasional mis-translations from English to Spanish such as "*como gatos y perros",* (perros y gatos in Spanish); *"Fui muy amable que tenia mejorar mis habilidades linguisticas, especialmente Espa*ñol; *yo olvidaré nunca el".* Despite some inaccuracies, overall there is more correct than incorrect and the attempt at complex language awards this a 6.

Regarding verb use, there is a range of tenses: preterite, imperfect and conditional, although not always used successfully: "*me encanté el culture; yo reccomendaría".* At times the candidate relies on repetitive structures, such as "*tenía que ayudar, tenía que hacer cosas, tenía que hablar (...)".*

Candidate 4

The evidence for this candidate has achieved **4 marks** for the Directed Writing element of this Course Assessment component.

The candidate decided to use Scenario 1.

The candidate was awarded 4 marks because the accuracy, language resource and the level of expression does not reach the threshold of the 6 marks category at Higher level.

The content covers the four bullet points, although in a limited and straightforward way.

There is limited use of detailed and complex language and the language is mainly simple and predictable. The language is repetitive, with undue reliance on a small range of common basic verbs; there is a very limited range of verbs, such as "*ser, ir, haber, viajar, recomendar".* When looked at closely, the candidate uses mainly only a variety of forms of the verb *ser* and the candidate finds it difficult to handle agreement*: "la festival era en la calle; era una nueva experiencia; la música era; los personas eran muy amable; la comida era muy ricos; cuando era en España, eran mejor simpatico luego personas en Escocia".*

This piece of writing has some aspects of a 6, but it is mainly the range of verbs which pulls it down to the 4 category. Overall, the essay lacks detailed and complex language and there are errors with many other parts of speech, such as adjective agreement, missing prepositions, verb formation/meaning, confusion between the singular and plural form of verbs, errors in word order: "*a la fine de semana mi y la familia iban a una restaurante pequeña, era muy triste cuando habia dejar, me recomendaria un viaje".* Some sentences such as "*cuando era en España eran major simpatico luego personas en Escocia"* could be examples of dictionary misuse and are not easily intelligible to a sympathetic speaker of the langauge.

Candidate 5

The evidence for this candidate has achieved **8 marks** for the Directed Writing element of this Course Assessment component.

The candidate chose to use Scenario 2.

The candidate was awarded 8 marks because the content is clear, the language used is detailed and complex and mostly accurate.

The candidate addresses the four bullet points fully and makes an attempt to provide additional information, such as the description of the *corresponsal: "mi corresponsal era muy habladora y graciosa,* or *para participar en un intercambio escolar junto con siete otros estudiantes, en unas clases leímos unas capítulos de Bodas de Sangre".*

The candidate uses a range of verbs/verb forms and other constructions throughout the writing, "*visité, fui, para perfeccionar, tenía que asistir, para ayudar en casa lavé, practicábamos nuestras habilidades de escritura, tuve que asistir".*

Overall, this piece of writing reads and flows well; sentences are generally complex and mainly accurate. However, the number of inaccuracies place this essay in the 8 marks category: "*(me) quedé con mi corresponsal; su familia eran muy amable; su madre era un cocinar bueno y la comida fue excellente. Para ayudar en casa lave los platos antes comímos y lave el coche, un pasión por idiomas".*

Candidate 6

The evidence for this candidate has achieved **2 marks** for the Directed Writing element of this Course Assessment component.

The candidate chose to use Scenario 1.

The candidate was awarded 2 marks because the language is almost completely inaccurate throughout the writing and there is little control of language structure: "*Madrid en el España por un fiesta; Viajé duro horas; dormio durante (...); la fiesta eran increible; eran mucho color, la música eran muy fuerte y todo eran canto y baile. Todo eran muy alegre; Mi favorito parte er todo eran mucho bienvenido y unido".*

The content is basic and the four bullet points are thinly addressed. Given the number of errors and lack of knowledge of verb formation this essay was awarded 2 marks out of 10. Many of the verbs are incorrect and there is little evidence of tense control. The candidate only uses the verb *ser* and very often in the wrong form/tense; there is an over reliance on *era/eran* throughout and they are not used correctly. There are many errors in other parts of speech and handling of adjectives: "*era mucho interesante; me gusta la comer; mejorar mi español y encontría mucho simpatico".* The candidate has difficulty with the word order in Spanish, adjectival agreement and gender of nouns: "*visité el mercados y museos. Además fuimos local restaurantes. (...)mucho simpático personas".*

Candidate 7

The evidence for this candidate has achieved **10 marks** for the Directed Writing element of this Course Assessment component.

The candidate chose to use Scenario number 1.

The content is comprehensive, the topic is addressed fully and overall this comes over as a competent well thought out response to the task which reads naturally. The candidate has made this piece of writing look real, and when reading the piece one could think the candidate has been to or researched/read about Asturias and visited Oviedo and Gijón: "*Oviedo se conoce por tantas Iglesias antiguas y también el Castillo de San Juan".*

The language is accurate. However, there are some inaccuracies and/or spelling mistakes where the candidate attempts to go beyond the range of the task, for example "*conocí (a) mucho gente; lo que me gusto mejor fue bailar todo el día y bebir (...) los monumentos famosas".* Despite these errors, there is evidence of confident handling of all aspects of grammar and spelling.

A comprehensive range of verbs is used accurately and tenses are consistent: "*el avión despegó; mire, escuché, conocí, se puede ir, recomendaría, me dió la oportunidad de mejorar; me chifló conocer".*

There is a good use of adjectives, adverbs, prepositional phrases and word order: "*al pueblo vecino, en mi opinión Oviedo es el pueblo más bonito de España. Un día a mediados de la semana".* Overall the language flows well.

Candidate 8

The evidence for this candidate has achieved **4 marks** for the Directed Writing element of this Course Assessment component.

The candidate decided to use Scenario number 1.

The candidate was awarded 4 marks because this piece of writing has accuracy issues throughout and from a language resource point of view there is limited use of detailed and complex language. The topic is addressed in a limited way.

The candidate uses some verbs successfully such as "*viajé, me gustaba la comida, si tuviera (el) dinero iría a España todo el tiempo".* However, there are some inaccuracies throughout the piece with gender, adjectival agreement, verb formation and word order: "*durante el excursion, fui a un fiesta. Era muy*

animado; disfruté ser una parte de un cultura español, el tiempo era demasiado calor, anoche escuché a mi música, la comida es bueno, el tiempo es calor".

The language is repetitive in some instances: "*me gustaba la comida, los restaurantes eran excelentes, la comida es bueno; el tiempo era demasiado calor, para mí era uno de los calientes lugares en el mundo, el tiempo es calor".*