2016 Spanish

Advanced Higher - Reading and Translation

Finalised Marking Instructions

General Marking Principles for Advanced Higher 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 <u>always</u> 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.

(e) The marks available in this Paper are as follows:
   (i)   The first set of questions (worth 23 marks) in Section 1 requires candidates to provide answers based on comprehension of information from the text. The marks available for each question generally range between 1-4 marks.
   (ii)   The last question in Section 1 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 7 marks available for full reference to the text and detailed comment. Pegged marks of 5/3/1 are given for degrees of reference to the text and comment. 0 marks will be given where candidates show little or no inferential skills or understanding of the overall purpose of the text.
   (iii) Section 2 is the translation question (worth 20 marks). For this question candidates must translate the underlined section of the text. The section for translation will be divided into 10 sense units. For each sense unit, 2, 1 or 0 marks will be awarded: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.

(f) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.

(g) We use the term "or any other acceptable answer" to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidates' answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.

Detailed Marking Instructions for each Question

Section 1 - Reading

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
1.			• Areas/neighbourhoods like <u>East Palo Alto</u> and <u>Redwood City</u> are predominantly Latin American/latino • there are very few qualified/skilled workers there/who do skilled work • less than 5% of technical workers in Silicon Valley are Latin American (however expressed) • they are the cooks and cleaners of the technological world	4	-villages/slums -handymen/handy work/manual labour -only 5%
2.			• taking kids to school <u>and</u> picking them up • doing shopping for old(er) people/the <u>elderly</u> • when everything shuts, entering the silent/quiet offices • dusting, hoovering <u>and</u> emptying wastepaper baskets/ bins	4	-they enter the office in silence -where they quietly clean -empty papers/baskets
3.	(a)		• will not have to do 2 or 3 jobs in order to improve prospects of family • will not be responsible for the <u>wellbeing/welfare</u> of (lots of) other families • will not have to look after children <u>and</u> retired people	3	-to bring up own family -elderly
	(b)		• prosperity • they are valued by the community <u>in which they live</u>	2	

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
4.			• she is one of the few <u>women</u> who work in technology • she finds her job as a software engineer very rewarding/gratifying/satisfying • first one in her immigrant Mexican family to go to University	3	-Grateful -she is rewarded
5.	(a)		• other people were deciding what they liked • Latin Americans were buying 30% of cinema tickets • only 5% of actors were Latin American • they were <u>almost always</u> cast as dishwashers <u>and</u>/<u>or</u> pickpockets	4	-cleaners -criminals
	(b)	(i)	• they were/he was not the <u>most</u> educated/qualified but they were the <u>most</u> hardworking	1	-formed/fit
		(ii)	• has been a country of immigrants <u>for centuries</u> • should (re-)create a society that welcomes those who are prepared to work hard	2	-carries centuries -hosts -new society

Question	Expected Answer(s)	Max Mark	Additional Guidance	
6.	To examine whether or not Latin Americans living in Silicon Valley will benefit from the new immigration reform. **There are signs that many will benefit** • Signs of progress • title of article suggests progression/an improving situation (from … to) • changing political climate. New reform will benefit approx. 5 million 'illegal' immigrants in America by lifting the threat of deportation and providing some job security • this will lead to peace of mind and an improved quality of life for those concerned • changing attitudes (writer refers to immigrants being proud of their roots and being ambitious) • new role models (used to be celebrities that young people looked up to, now it's people who set up their own businesses) • writer's main focus is a number of Latin Americans who are 'success stories'. This implies hope for the future. These are high-profile, educated, qualified people who actively support the Latin American population in Silicon Valley. • the lawyer <u>Gabriel Jack</u>. Very positive about the reform and highlights the potential benefits/ increased prosperity for uneducated Mexicans	7	Pegged Marks	Criteria
			7 OR 5	The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Expected answers column, or any other equally appropriate response.
			3 OR 1	The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.
			0	The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
			• Antonio Altamirano, successful businessman who now employs other Latin Americans. Recognises their potential. Works with other Latin American entrepreneurs, encouraging them (esp. women) to start up in business. He points to a growing confidence among Latin Americans/increasing number of people starting up in business. • Marie Cuello, creator of food app. Good role model for women • Pamela Ocampo, software engineer. First one in her family to go to university and one of the few women to work in technology. Good role model. • Eric Osuna, entrepreneur. Angry at the poor treatment of Latin Americans in the film industry, set up his own film company which more accurately reflects the talents and tastes of Latin American people. Actively supports idea that hardworking and talented people should be rewarded **There are signs that some people are less likely to benefit.** • many immigrants will not qualify for the benefits of the reform so their situation will remain essentially unchanged • ie will continue to live and work illegally, living under the cloud of deportation and this will impact on their general wellbeing • the relationship between the technological giants and these illegal immigrants is unlikely to improve in the short term		

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
			• suggestion that this arrangement is 'convenient' for the big companies ie can exploit the fact that they are illegal/uneducated/unskilled • ie will most likely continue to hold menial positions (eg cooks/cleaners) and earn a minimum salary/do several jobs if they want to get on in life • long way to go – esp. given the large numbers of people involved and their current lack of technical expertise/experience • it takes time to educate/train generations of people so any benefits will be longer term Overall impression of the article is that of an improving situation for many Latin American people living in Silicon Valley. Progress, albeit gradual, is being made on a variety of fronts and the new legislation will serve to speed up that process. Use of case studies, statistics and direct speech lend authenticity and weight to the writer's arguments. Use of positive terms eg nos beneficia/será un alivio/se ve con buenos ojos /esta ley es maravillosa emphasise the progress that is being made. On the negative side, referring to current situation/ stereotypes eg cocineros, limpiadoras, lavaplatos, rateros and distance Latin Americans still have to go.		

Section 2 – Translation

Question			Expected Response(s)	Max Mark	Additional Guidance
7.			"Marie Cuello . . . los que crean negocios."	20	The translation into English is allocated 20 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown. **2 – Good:** Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English **1 – Satisfactory:** Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English **0 – Unsatisfactory:** The candidate fails to demonstrate sufficient understanding of the essential information.

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
Unit 1 *Marie Cuello ha creado una app que ayuda a escoger los alimentos*	Marie Cuello has created an app which helps (people/you) to select/choose/pick/in choosing food(s)	created the food has been creating helps to choose (sic)	creates
Unit 2 *según su valor nutritivo y su salubridad.*	according to/based on their/ its nutritional/nutritive and health value/how healthy it is.	healthiness	Health (on its own)
Unit 3 *Aunque ya tiene ciudadanía estadounidense gracias a su abuela,*	Although she already/now has American citizenship thanks to her grandmother,	Omission of "already"/ "now" <u>An</u> American citizenship <u>His</u> grandmother	
Unit 4 *considera de alta prioridad la reforma del estatus de los inmigrantes.*	she considers the reform of the status of immigrants/ immigrants' status a high/top priority	Very important	

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<u>Unit 5</u> *Explica: "Es una lástima que en Silicon Valley se pierda tanto talento por no tener papeles".*	She explains: "It's a pity/ shame that in Silicon Valley so much talent is lost through being illegal/through not having (appropriate) documentation"	papers (on its own)	They have lost/didn't have/has been lost Is wasted roles
<u>Unit 6</u> *Cree que la escasez de latinos en tecnología,*	She believes that the shortage of Latin Americans in technology,	lack of latinos	I believe
<u>Unit 7</u> *sobre todo si son mujeres, pronto cambiará:*	especially/above all if they are women, will soon change:	will be changed soon	Must/should change quickly
<u>Unit 8</u> *"En los años 80 y 90 el modelo a imitar eran los famosos,*	"In the 80s and 90s (the) role models were celebrities,	The model(s) to imitate were famous people	At the year 80 and 90 The life model

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
Unit 9 *y esto les influyó negativamente a los jóvenes.*	and this had a negative influence on/negatively influenced young people.	That This has negatively influenced (tense) youths	children teenagers
Unit 10 *Ahora son los que hacen cosas, es decir los que crean negocios".*	Now(a days) it's those/the ones who do/make things, that is to say (those) who set up/create businesses".	Omission of translation of "es decir" It is to say business	now they are the ones there are those

[END OF MARKING INSTRUCTIONS]

National
Qualifications
2016

2016 Spanish

Advanced Higher
Listening and Discursive Writing

Finalised Marking Instructions

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 <u>always</u> 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 marks available in this Paper are as follows:
   (i) The first set of questions from Item 1 (worth 9 marks) and all questions from Item 2 require candidates to provide answers based on comprehension of information from the passage. The marks available for each question generally range between 1-3 marks.
   (ii) The last question from Item 1 is the overall purpose question worth 1 mark. This is always a supported question. In this paper three answer options are given. The candidate writes their chosen option in the answer booklet. Where a candidate writes two or all three options award zero marks.

(f) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.

(g) The Marking Instructions indicate the essential idea that a candidate should provide for each answer. We use the term "or any other acceptable answer" to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidates' answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.

Detailed Marking Instructions for each Question - Listening

Item 1

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
1.	(a)		• from their parents • from what they read • from the people they meet	3	
	(b)		• <u>personal</u> development • self-esteem	2	personal traits/skills personality
	(c)		• gives them time/allows them to understand <u>essential</u> information <u>more</u> quickly/faster	1	More easily
	(d)	(i)	• <u>mind</u> maps • images	2	mental (mind) maps
		(ii)	• they assume <u>greater/more</u> responsibility for their (own) education/learning	1	major
	(e)		• To highlight that people learn in a variety of ways	1	

Item 2

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
2.	(a)		• Getting/capturing students'/pupils' attention • Supporting/helping them when they do no not understand • creating an atmosphere of confidence/trust in the classroom	3	
	(b)		• young people learn more outside of school	1	
	(c)		• people cannot develop interpersonal skills • online friendships are superficial	2	
	(d)		• people will teach themselves/learn by themselves • they will not <u>need</u> a teacher	2	There will be no teachers
	(e)		• breaking up with boyfriend/girlfriend/partner • failing an exam • not getting the job <u>we/they want</u>	3	arguments Exam stress

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
	(f)	(i)	• role models	1	
		(ii)	• they instil values • develop self-confidence/confidence in themselves • (develop) collaboration/co-operation with others/ teamwork • respect for and/or appreciation of others	4	
	(g)		• memorise/learn at least 10 new words per night	1	about/around 10 words per day
	(h)		• when they do a complicated/challenging/hard task • when they do/during short activities with an immediate result/immediate results • when there is excitement and drama in the(ir) class(es)	3	

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 <u>always</u> 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.

Detailed Marking Instructions – Discursive Writing

Mark	Content	Accuracy	Language resource: variety, range, structures
40 or 36	• 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	• 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	• 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

Mark	Content	Accuracy	Language resource: variety, range, structures
32 or 28	• 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	• 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	• 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
24 or 20	• 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	• 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	• 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

Mark	Content	Accuracy	Language resource: variety, range, structures
16 or 12	• 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	• 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	• 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	• The essay is unstructured and few aspects are relevant to the title • The topic is not fully addressed • The content is very limited	• 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	• 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

Mark	Content	Accuracy	Language resource: variety, range, structures
0	• The essay is unstructured and/or irrelevant • The candidate is unable to address the topic	• 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	• 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]