National Qualifications 2017

2017 Spanish

Reading and Translation

Advanced Higher

Finalised Marking Instructions

SQA

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) Award a mark to each answer. Marks are not transferable between questions.

(d) 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.

(e) 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 candidate's 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.	(a)		• They are <u>at least</u> 30 years old • (Either) they are enrolling/registering/matriculating (at university) <u>for the first time</u> • (Or) they are <u>returning</u> (to university) after (many) years working/in the workplace	3	Around/under/less than 30 Apply/go to university
	(b)		• (They are forced to be there) because of <u>a lack of</u> job/work/ employment opportunities/jobs are scarce • The trend/tendency <u>in developed countries</u> is for students to be older/more mature	2	No job opportunities Developing countries
2.	(a)		• He is a law graduate/he has a degree/is qualified in law • <u>He has (just) started/is starting</u> studying behavioural psychology • He is (currently) working <u>part-time</u> in a medical/health insurance company	3	Licensed in law Finishing up studying Medical security
	(b)		• The lack of job security/stability <u>frightens</u> him • (He has realised that) he has/had to keep studying/training in case he loses/lost his job	2	
	(c)		• Set up something of/on his own/set up his own business • Get a permanent, well paid job • Get a job that recognises/takes into account his (level of) training/education/qualifications **(Any 2 from 3)**	2	

Question			Expected answer(s)	Max mark	Unacceptable answers
3.			• We are in a time of high unemployment • Studying/training/(level of) education is what will differentiate between one candidate/person and another • It/studying gives an advantage/edge when (it comes to) getting a job and/or keeping it	3	Increased unemployment Getting a degree
4.			• She has been working for 5 years with neglected children • She doesn't know enough about the legal side	2	Careless children
5.	(a)		• There has been a significant/huge rise OR • There has been a rise in the last two years • They have risen by 60% on average (in some regions)	2	
	(b)		• They don't always cover the essentials/necessities • (When they don't) students have to combine their studies with a job	2	One or two jobs Some other job/another job
6.			• University fees are excessive/too high/she cannot afford them • (A university degree) does not guarantee a better paid job	2	Rewarding job

Question	Expected answer(s)	Max mark	Additional guidance
7.	- To outline the increase in the number of mature students attending university in Spain - To make a connection between this phenomenon and the economic crisis - To provide reasons as to why more people are opting to attend university later in life - To illustrate the different forms of motivation for mature students (eg getting/keeping secure job and develop interests and career opportunities) - To compare the Spanish situation with other European countries - To highlight that distance learning is the choice of the majority of these students - To outline the impact of high university fees and insufficient grants (eg on low earners) - To demonstrate that this option is not for everyone eg Julia López - Use of case studies/experts eg law graduate, sociologist, careers advisor - Use of statistics to substantiate argument - Use of direct speech to create a personal - Dimension to put a human face to the statistics	7	<table><tr><td>Pegged marks</td><td>Criteria</td></tr><tr><td>7 OR 5</td><td>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 answer(s) column, or any other equally appropriate response.</td></tr><tr><td>3 OR 1</td><td>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.</td></tr><tr><td>0</td><td>The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.</td></tr></table>

Section 2 - Translation

Question			Expected answer(s)	Max mark	Additional guidance
8.			**Translate the underlined section into English: (lines 31-36)** **"Este año escolar. . .para las tasas de matrícula."**	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
<u>Unit 1</u> *"Este año escolar cubro una vacante de un año,*	"This school/academic year, I'm covering/filling a one year post/vacancy, I have been covering	I cover	I covered/I have covered
<u>Unit 2</u> *pero normalmente hago suplencias,*	but I usually/normally do supply (teaching), /cover absences, substitute for/replace absent teachers,	I usually do substitutions/replacements	Supplies/substitutes I make substitutions
<u>Unit 3</u> *así que tengo tiempo.*	so/therefore I have (the) time.		As soon as/if I have time/so that I have time
<u>Unit 4</u> *Pensé en mejorar mi currículum y ofrecer algo más."*	I thought about improving my CV and offering something more/else." I thought I would/should improve	Curriculum	I think it will improve

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<u>Unit 5</u> *Carbonell tampoco esconde que su decisión*	Carbonell also doesn't hide (the fact) that her decision Carbonell doesn't hide (the fact) either Neither/nor does Carbonell hide (the fact) that her decision	His decision	Carbonell didn't hide (omission of "that")
<u>Unit 6</u> *tiene que ver con su inseguridad laboral:*	has to do with/is related to her lack of job security: with her job insecurity		Is seen as/having seen Her working insecurities

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
Unit 7 *"Cada año decido en qué me matriculo*	"Every year I decide what I will sign up/register/enrol for/in	What I want to enrol in	I decided
Unit 8 *en función de si tengo contrato de trabajo.*	depending on whether/if I have a work/job contract.		
Unit 9 *Si no lo tengo, dispongo de más tiempo para estudiar pero,*	If I don't (have it/one), I have more time to study/for studying but,		I arrange more time for study/studying
Unit 10 *por contra, tengo menos dinero para las tasas de matrícula."*	on the other hand, I/I'll have less money for the enrolment/ registration/tuition university fees."		Licence plate

[END OF MARKING INSTRUCTIONS]

2017 Spanish

Listening and Discursive Writing

Advanced Higher

Finalised Marking Instructions

SQA

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) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the item.

(d) 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 candidate's 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)	(i)	• 500,000	1	
		(ii)	• (Sitting) <u>on top of</u> (cargo) trains	1	Inside/on cargo trains
	(b)		• Because of the <u>increase</u> in unaccompanied children/ children without their parents/children on their own	1	
	(c)	(i)	• (More than) 65,000 children/minors have crossed the (Mexican/US) border	1	
		(ii)	• <u>Almost/nearly</u> double	1	About double
	(d)		• There is social <u>and</u> economic/financial insecurity/ instability • There is a high murder/homicide rate	2	
	(e)		• To avoid/escape/flee violence • (Escaping) intimidation/bullying from (criminal) gangs	2	Intimidation (on its own) Delinquent(s)
	(f)		• (A question of) life or death	1	

Item 2

Question			Expected answer(s)	Max mark	Unacceptable answers
2.	(a)		• <u>More than</u> 70 years ago • During <u>and</u> after the Spanish Civil War	2	
	(b)	(i)	• It welcomed them OR • It received/accepted them with open arms	1	
		(ii)	• <u>Wants to</u> stop them coming in/ban/prohibit entry • Has its arms folded/crossed	2	
	(c)		• An unfair/unjust world/world of injustice • Children being unprotected • Children being abandoned by governments <u>and</u> by parents	3	
	(d)	(i)	• A man from Honduras, now living in the USA • He was abandoned by his father (when he was 13) • Was living in violent surroundings • His journey was long <u>and</u> difficult • He travelled <u>from Honduras</u> (completely) <u>alone</u> **(Any 3 from 5)**	3	
		(ii)	• She had (already) been/lived <u>in the USA</u> for 15 months • She didn't know he was coming to look for her	2	
		(iii)	• He is about to finish/is finishing his doctorate/PhD	1	Doctor

Question			Expected answer(s)	Max mark	Unacceptable answers
	(e)		• They are working tirelessly/non-stop/without rest • They are helping <u>and</u> supporting them	2	Work hard Helping and protecting
	(f)	(i)	• Provide/offer <u>immigration</u> lawyers • Protect their human rights • Ensure that legal representation is <u>free</u>	3	
		(ii)	• Without a lawyer, children don't know what their rights are OR • Without a lawyer, they cannot defend/protect their right to be in the country	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 <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) 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

(d) 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.

(e) 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.

(f) Markers can award the highest pegged mark (40) for writing even if there are minor errors. These should not detract from the overall impression.

(g) 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
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]