

**2004 Spanish**

**Advanced Higher – Listening and Discursive  
Writing**

**Finalised Marking Instructions**

## A General Procedure

- 1 Before marking proper begins, it is the responsibility of the marking team to fix appropriate standards. The marking process will therefore be divided into two stages: a **preliminary** stage which will be exploratory and aimed at establishing the standards to be applied, and the **marking** stage when scripts will be marked according to an agreed scheme, on the basis of photostat scripts.

### 2 Preliminary Stage

This covers the period from the time the markers receive their scripts and photocopies to the Markers' Meeting.

When you receive the first batches of scripts, you should read a sufficient number to feel you have a reasonable impression of the general level of the candidates' work, then mark **provisionally** and in pencil only, as many as you can before the Marker's Meeting with the purpose of testing how the Marking Instructions work in practice. While carrying out this provisional marking, any points which have not been covered by the key, and any other points which may help with the process of standardisation, should be entered on one of the copies of the Marking Key.

The photostat copies should also be marked and brought to the Markers' Meeting, where they will serve as a basis for comparison of standards and general discussion on marking.

### 3 Markers' Meeting

In discussion of these Instructions and the photostat scripts, you will have the opportunity of discussing any points of difficulty or any doubt on matters of procedure or marking. You should bring both copies of the Marking Instructions to the meeting, the one with the preliminary notes, the other for the insertion of any amendments made at the meeting. The second, revised copy should be used as the basis for the marking proper. The decisions made at the Markers' Meeting will be binding on Markers, and the Marking Instructions, as revised, must be followed closely. Should any reservations occur during the course of marking proper, you should mention them in your report, but if the preliminary stage is carried out thoroughly, such reservations should be very infrequent.

You may also bring selected scripts with you to the Markers' Meeting if you have encountered any particular points of difficulty which may warrant the examination of complete scripts. However you must scrupulously observe the SQA's ruling that scripts must not be read or marked in public places or on public transport. In general, you must observe the highest standards of caution when carrying scripts about with you. (See Terms and Conditions of Employment of Markers on Form Ex51(a) sent with your letter of invitation to serve as a marker.)

4      **Marking Stage**

- (a)      This covers the period from the Markers' Meeting until the final date for the return of scripts to SQA. By that date all marked scripts, Mark Sheets and Reports should be returned to SQA. Marking should be carried out according to the following scheme, taking into account any modifications of detail which may be decided on at the Markers' Meeting.
- (b)      The mark for the Listening section of this paper is out of 40; the mark for the Discursive Writing section is out of 20.
- (c)      For Section II, you are requested to keep a record of the number of candidates attempting each question. This information should be included in your Marker's Report.
- (d)      In the case of **serious** doubt about an assessment, you must award a mark and then refer the piece of work to the Principal Assessor. To do this, write "PA Referral" underneath the "For Official Use" section on the front of the script and complete a Principal Assessor Referral form (copies of which are enclosed in your marker's pack). (Also see 'Entries on the Mark Sheets' sub-para 3). **Do not write the reasons on the script itself. Do not make any entry on the outside of the envelope.**

## Listening

### Part A

1. Which two factors cause the loss of 10 million hectares of rain forest each year?
  - Forest fires
  - Expansion of agriculture

(2 points – 1 for each bullet point)
  
2. How has the situation changed since the Rio summit ten years ago?
  - Little progress has been made
  - The situation has become more urgent

(2 points – 1 for each bullet point)
  
3. What has been demonstrated by experience?
  - That local communities
  - Are best placed to defend the rain forest

(2 points – 1 for each bullet point)
  
4. What are the two objectives of the international organisations which have recently formed an alliance?
  - Those which work to protect the environment/(rain) forest(s)
  - And those who work for the development of local communities

(2 points – 1 for each bullet point)
  
5. What point does the example in Guatemala prove?
  - The success of having local communities
  - Work to protect their environment/(rain) forest(s)

(2 points – 1 for each bullet point)

Part B

1. According to Javier, what impact might tourism have in Venezuela?

- It might bring improvements
- More jobs
- More money for conservation

(3 points – 1 for each bullet point)

2. In Sandra's view, what effect is tourism having:

(a) on local communities?

- They are impoverished
- They are losing their traditional way of life
- Which is prohibited in order to conserve the environment for the tourist
- All they are offered in return
- Are poorly paid (unskilled jobs)

(5 points – 1 for each bullet point)

(b) on the environment?

- More hotels are being built
- More infrastructure (roads/dams)
- Attracting more people
- Therefore increasing pressure on the environment
- Conservation is more difficult
- There are more hotels and more infrastructure
- More roads/traffic

(Any 3 from 5 – 1 for each bullet point)

3. How do they disagree about the possible risk of forest fires?

- S – the risk is increased
- By tourist leaving rubbish
- J – the risk is decreased
- More guards/security

(4 points – 1 for each bullet point)

(Total 25 points = 40 marks)

**Conversion table: 25 points – 40 marks**

n/25 points	n/40 marks
1	2
2	3
3	5
4	6
5	8
6	10
7	11
8	13
9	14
10	16
11	18
12	19
13	21
14	22
15	24
16	26
17	27
18	29
19	30
20	32
21	34
22	35
23	37
24	38
25	40

## Writing

Discursive writing will be assessed according to the following criteria, with the appropriate pegged mark being awarded.

Categories	Criteria	Pegged marks
Very Good	The language is characterised by a high degree of accuracy and/or may show some flair. Uses a good range of structures and vocabulary appropriate to Advanced Higher with few, if any, errors of spelling and/or punctuation. The essay is well structured and all aspects are relevant to the title.	30
Good	The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher. Contains a reasonable range of vocabulary and structures appropriate to the level. There are few errors in spelling and/or punctuation. The essay has an adequate sense of structure and most aspects are relevant to the title.	24
Satisfactory	Sufficient control of structures appropriate to Advanced Higher to convey meaning clearly. Contains a reasonable range of vocabulary and some complex sentences. Spelling and punctuation are generally correct. The essay has some sense of structure and most aspects have some relevance to the title. Performance may be uneven, but the good outweighs the bad.	18
Unsatisfactory	The language is insufficiently accurate to convey meaning clearly and consistently. Very limited range of vocabulary and/or structures appropriate to Advanced Higher. Inappropriate use of learned material, and possibly some unidiomatic translation from English. The essay may be lacking in structure and less than half of the aspects have any relevance to the title.	12
Poor	The language contains frequent basic errors and/or other tongue interference which seriously impede communication. The essay may be unstructured and few aspects are relevant to the title.	6
Very Poor	No redeeming features	0

**(30 marks)**

[END OF MARKING INSTRUCTIONS]