

2004 Spanish

Advanced Higher – Reading & Translation

Finalised Marking Instructions

Spanish Advanced Higher – 2004

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 candidate's work, then mark **provisionally** and in pencil only, as many as they can before the Markers' 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 to you 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 Scottish Qualification Authority's ruling that scripts may 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**

This covers the period from the Marker's Meeting until the final date for the return of scripts to the Authority. By that date all marked scripts, Mark Sheets and Reports should be returned to the Authority.

Marking should be carried out according to the scheme which follows, taking into account any modifications which may be decided on at the Markers' Meeting.

The mark for this paper is out of 50.

In cases of difficulty, or of any irregularity, you should refer the script or scripts to the Principal Assessor. To do this, write "PA referral" on the front of the script under the "For Official Use" grid. The reasons for the referral should be entered on the separate form that is provided in the marker's pack of materials. **Do not mark the reasons on the script itself.**

General criteria for marking

Translation:

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. The total number of marks gained will, where necessary, be converted to a score out of 20.

Category	Mark	Description
Good	2	Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.
Satisfactory	1	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 weakness in the use of English.
Unsatisfactory	0	The candidate fails to demonstrate sufficient understanding of the essential information and relevant details. Errors may include mistranslation and/or the failure to translate relevant details.

B Detailed Marking Key

See attached sheets for detailed notes on each question.

Reading

Answer the following questions in English, basing your answers on the evidence of the text.

1. What problem was analysed by the experts at the conference in Granada referred to in the article?

- the law protects young people in Spain
- but can protect them so much
- that the majority forget their duties/obligations
- to the society they live in

(4 marks – one for each point)

2. What do Calatayud and other experts see as the way forward?

- getting the balance right
- between duties/obligations and rights
- (at present) obligations not being emphasised enough
- especially by parents who think
- who think that placing more emphasis on rights
- helps youngsters more
- parents or guardians should help adolescents on their way in life
- but without being overprotective

(any 6 from 8 – 1 for each bullet point)

3. How well suited do you think that Calatayud is when it comes to passing sentence on young people who break the law? Give reasons for your answer based on the evidence of the text.

- very well suited because of his own experiences as a young man
- well suited because he can see things from their perspective

(5 marks – NB this question requires the candidate to display appropriate inferencing skills. 5 marks should be awarded for a clear, concise answer drawing inferences deemed to be appropriate and showing no misreading of the text. 3 marks should be awarded for an answer which, in spite of error or some misreading of the text, provides some evidence of inferencing skills. No marks should be awarded for an answer which supplies information from the text with no attempt to draw inferences as to how well suited Calatayud is when it comes to passing sentence on young people.)

4. On which two problem areas have experts focused their discussions?

- dietary problems
- shown by excessive/obsessive importance
- attached to body image
- influence of gangs in cities
- and their music and culture

(5 marks – 1 for each point)

5. What do you think that Calatayud hopes to achieve by imposing the kinds of sentences that he does? Illustrate your answer with specific reference to **at least two** of the examples given in the text.

- make the punishment fit the crime
- help the young offender understand the error of his/her ways
- help the young offender make a positive contribution to society

(5 points – NB this question requires the candidate to display appropriate inferencing skills. 5 marks should be awarded for a clear, concise answer drawing inferences deemed to be appropriate and showing no misreading of the text. 3 marks should be awarded for an answer which, in spite of error or some misreading of the text, provides some evidence of inferencing skills. No marks should be awarded for an answer which supplies information from the text with no attempt to draw inferences concerning what Calatayud hopes to achieve with these sentences – supported by illustration to at least two of the examples given in paragraph six.)

6. What evidence is given in the article for the view that parents do not escape punishment?

- one parent who encouraged children to stay off school
- was sentenced to several weekends behind bars
- two youngsters who committed breaches of the peace
- who have recently become parents
- were forced to take a parenting course

(5 marks – 1 for each point)

Translation (20 marks)

10 Sense units = 20 Points

Each Unit Marked 2, 1 or 0

2 = Acceptable Translation

1 = Key information communicated despite awkward English and/or minor inaccuracy

0 = Serious inaccuracy in translation

1 – Su pócima para impartir justicia/ 2 – se resume en esta frase:/ 3 - “Siempre busco una proporción/ 4 – entre el delito cometido,/ 5 – las circunstancias personales del chaval/ 6 – y la respuesta que hay que exigirle”./ 7 – Él y otros expertos apuntan que/ 8 – el período de la adolescencia es un momento difícil/ 9 – en el que se agudizan viejos problemas/ 10 – o se inician nuevos comportamientos.

Suggested Translation (other version are acceptable)

1 – His recipe for meting out justice/ 2 – can be summed up in this sentence:/ 3 – “I always look for a balance/ 4 – between the crime that has been committed,/ 5 – the circumstances of the youngster/ 6 – and the punishment that must be imposed.”/ 7 – He and other experts point out that/ 8 – adolescence is a difficult time/ 9 – in which old problems are exacerbated/ 10 – or new behaviour patterns emerge.

[END OF MARKING INSTRUCTIONS]