

**2004 Spanish**

**Higher – Reading & Directed Writing**

**Finalised Marking Instructions**

## **2004 Spanish Higher: Reading**

### **Marking Key**

The comprehension questions are designed to find out whether the candidates have understood the main points of the passage, including where appropriate something of the author's purpose in writing the text.

In the marking schemes which follow, a bullet point designates information required for the award of 1 point; a word or concept printed in bold type must be evident within an answer before the point can be awarded.

To assess an answer, tick each piece of information which constitutes a correct point. If the information is subsequently contradicted in the same answer, put a cross through the relevant tick. Similarly, if correct information is accompanied in the same answer by information which shows lack of real understanding, put a cross through the relevant tick.

No points can be awarded in a sentence whose overall meaning is unclear.

The inclusion of irrelevant information in an answer should not be penalised unless it contradicts the text.

If information required but not given in answer to one question appears in answer to a different question, it cannot be credited with any marks unless it would also correctly answer that question.

The total mark awarded for each question should be written on the inside margin, at the end of the relevant question.

When the comprehension questions have been marked, points should be totalled and written on the inside margin as a mark out of 20.

### Translation into English

The translation into English is allocated 10 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 10.

<b>Category</b>	<b>Mark</b>	<b>Description</b>
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 weaknesses 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.

**2004 Spanish Higher – Reading and Directed Writing**

**Marking Instructions**

			<b>Accept</b>	<b>Reject</b>
<b>1.</b>	How do the majority of immigrants who come to Spain feel about the experience?	<b>1 point</b>	They would repeat the experience	the majority repeat the experience its difficult they would like to do it again it allows you to start again
	<ul style="list-style-type: none"> <li>• They would do it again</li> </ul>			
<b>2.</b>	(a) Why did the Colombian family choose Spain?	<b>1 point</b>	2 siblings insist on father and two brothers Jorge had...	sons both brothers moved to Spain he had...
	<ul style="list-style-type: none"> <li>• the father (already) had 2 brothers there</li> </ul>			
	(b) How are their children coping in Spain?	<b>2 points</b>	settled well in school	they made very few friends
	<ul style="list-style-type: none"> <li>• Adapted well in school</li> <li>• Missing friends, teachers (insist on both)</li> <li>• Missing town or district they left or street they played in <b>(2 from 3)</b></li> </ul>			
	(c) Why did their parents feel that they had to leave Colombia?	<b>2 points</b>		
	<ul style="list-style-type: none"> <li>• Because of economic crisis and violence (insist on both)</li> <li>• And better future for children (however expressed)</li> </ul>			

		Accept	Reject
3.	<p>How does Claudia feel about the attitude of people in her country? <b>1 point</b></p> <ul style="list-style-type: none"> <li>• They have become insensitive to suffering</li> </ul>	<p>Insist on both insensitive and suffering</p> <p>Numb to the suffering of others</p> <p>Insensitive in front of others</p>	<p>any reference to sensible frowned at the suffering of others they turned insensitive and caused suffering to others they don't recognise suffering to others they seem insensitive</p>
4.	<p>What does Jorge say about the political leaders there? <b>2 points</b></p> <ul style="list-style-type: none"> <li>• They are not interested in people</li> <li>• Only want to become richer (insist on comparative)</li> </ul>	<p>the public</p> <p>they only wanted more riches for themselves</p>	<p>towns</p> <p>import</p>
5.	<p>(a) How did Helena feel in the first few months after her arrival in Spain? <b>2 points</b></p> <p>Point 1 → then 1 from 3</p> <ul style="list-style-type: none"> <li>• Terrible/awful/grim/horrible/really bad</li> <li>• Could not speak</li> <li>• Did not know anybody/parents out working</li> <li>• Spent days crying</li> </ul> <p><b>(1 from 3)</b></p>	<p>(ignore parents out working)</p> <p>insist one 1<sup>st</sup> point then any other for 2<sup>nd</sup> point</p> <p>the first few months were terrible they were terrible</p>	<p>Fatal</p> <p>she didn't speak because she didn't know anyone</p>
	<p>(b) What helped change this? <b>1 point</b></p> <ul style="list-style-type: none"> <li>• School <u>or</u> classmates</li> <li>• Her getting by in Spanish</li> </ul> <p><b>(1 from 2)</b></p>	<p>Started to defend herself in Spanish</p> <p>defend for herself in Spanish</p>	<p>when she got to school she spent the days crying</p> <p>her classmates helped a lot</p> <p>defend herself in Spain</p>

		Accept	Reject
<p>6. How does her brother Borislav compare Spaniards and Bulgarians? <b>2 point</b></p> <ul style="list-style-type: none"> <li>• Spaniards enjoy life</li> <li>• Bulgarians more home-loving</li> </ul>		<p>contrast required for both points (ignore translation section)</p> <p>homely</p>	<p>home-made they both enjoy life = 0</p>
<p>7. What have his parents never experienced in Spain? <b>1 point</b></p> <ul style="list-style-type: none"> <li>• Racism or rejection (both required for point)</li> </ul>		<p>exclusion</p>	<p>rebuilt, recoil racism or reject being driven away</p>
<p>8. Ginka tells us that the worst thing was being separated from her children. What example does she have to illustrate this? <b>2 points</b></p> <ul style="list-style-type: none"> <li>• Dreamed that she was cuddling kids</li> <li>• Would wake up crying</li> </ul>		<p>hugging/holding insist on <u>them</u> or <u>children</u> their hugs</p>	<p>they rang/she rang she dreamt of them hugging</p>
<p>9. How does Vladimir describe his emigration from Bulgaria? <b>1 point</b></p> <ul style="list-style-type: none"> <li>• At 42, not an age for emigrating</li> <li>• Not an adventure</li> <li>• Pure necessity and survival <b>(1 from 3)</b></li> </ul>		<p>a necessity for survival</p>	

			Accept	Reject
<b>10.</b>	What is the Bulgarian family's dream?	<b>1 point</b>		Dreaming to be reunited with their kids and to go back to Bulgaria on holiday in the holidays
	<ul style="list-style-type: none"> <li>• To return to Bulgaria on holiday</li> </ul>			
<b>11.</b>	How does Vladimir sum up the situation in his former country?	<b>1 point</b>		Reject reference to political chaos no future as there is no work
	<ul style="list-style-type: none"> <li>• No future <u>if</u> no work</li> </ul>		Insist on "if"	

**Total 20 points = 20 marks**

11. Translate into English

Spanish	Good	Satisfactory	Unsatisfactory
<p>A su hermano Borislav,</p> <p>un año menor que ella,</p> <p>le ha resultado más fácil integrarse.</p>	<p>for her brother Borislav, her brother Borislav has found it easier to integrate = 4</p> <p>a year younger than her, who is a year younger</p> <p>it has been easier to integrate. he has found it easier to integrate it has worked out easier for him to fit in/to become integrated</p>	<p>to her brother Borislav</p> <p>he found it easier it has resulted more easy to integrate more easier to settle in/mix</p>	<p>older younger than her a year less than she</p> <p>he resulted has successfully found it easier much easier easy very easy to adapt</p>

Spanish	Good	Satisfactory	Unsatisfactory
<p data-bbox="188 300 622 363">“Me considero un español con acento búlgaro”,</p> <p data-bbox="188 842 622 906">dice Borislav, medio en broma, medio en serio.</p> <p data-bbox="188 1177 376 1209"><b>Total 30 marks</b></p>	<p data-bbox="663 300 1093 434">“I consider myself a Spaniard with a Bulgarian accent”, Spanish I think of myself as</p> <p data-bbox="663 842 1102 1040">says Borislav, half joking, half serious. half as a joke, half seriously half humourously, half seriously half in fun half jokingly half in jest</p>	<p data-bbox="1133 300 1361 331">I considered myself</p> <p data-bbox="1133 842 1263 906">said half in joke</p>	<p data-bbox="1603 300 1792 331">I am considered</p> <p data-bbox="1603 842 1818 906">half fun in means of a joke</p>

## Higher Writing

Tasks: Directed writing, addressing 6 bullet points.  
Follow-up essay from Listening stimulus.

- Assessment Process:
- 1 Assess the overall quality of the response and allocate it to a category/mark.
  - 2 Check that all 6 bullet points have been addressed.
  - 3 Deduct 2 marks (ie single marks, not pegged ones) for each bullet not addressed, up to a maximum of 2 bullets. If 3 or more bullets have not been addressed, the mark must be 0.

CATEGORY	CRITERIA	PAPER I	PAPER II
Very good	The language is mostly accurate. Can form complex sentences, including a range of structure and vocabulary, and makes appropriate use of learned material. Content addresses the top fully, and is presented in a clear and structured manner.	15	10
Good	The language is clearly comprehensible throughout, and fairly free of serious errors. Contains a reasonable range of vocabulary and structures. Content is fairly predictable but is mostly relevant and has an adequate sense of structure.	12	8
Satisfactory	The language is sufficiently accurate to convey meaning clearly. Errors may be quite frequent but will not be serious. Can handle tenses, but relies on a limited range of vocabulary and structures. There may be some awkward use of memorised material. Content is free of serious irrelevancies and has some sense of structure.	9	6
Unsatisfactory	The language is insufficiently accurate to convey meaning clearly and consistently. Very limited range of vocabulary and structures. Inappropriate use of learned material, and possibly some unidiomatic translation from English. Content may be partially irrelevant (Essay) and lacking in structure.	6	4
Poor	The language contains frequent basic errors and/or other tongue interference which seriously impede communication. Content may be seriously deficient and unstructured or (Essay) partly irrelevant.	3	2
Very Poor	Largely incomprehensible to a native speaker. No redeeming feature or (Essay) totally irrelevant.	0	0

**A. General criteria for marking of Translation**

The translation into English is allocated 10 marks. The text for translation is divided into 5 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.

<b>Category</b>	<b>Mark</b>	<b>Description</b>
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 weaknesses 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.

[END OF MARKING INSTRUCTIONS]