

2005 Spanish

Advanced Higher – Reading and Translation

Finalised Marking Instructions

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments.

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 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 an entry on the outside of the envelope.**

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.

2005 Spanish Advanced Higher

Reading and Translation

1. **What background information is provided about these young people?**

- from rural areas or small towns
- leaving behind their family home
- (although) parents still keeping an eye on them
- as they go to big cities to attend/start university
- just as they are turning 18/becoming adults.

4

(any 4 of 5)

2. **According to Pepe Rodríguez, how does the kind of relationship these young people have had with their parents affect the choices they make?**

(6 points – or 4 if two middle bracketed questions are removed)

- those who choose halls of residence
- tend to repeat the same bad habits they had when living at home
- they are the most afraid of what they may find
- or their parents have kept them very/too close/attached
- whilst those parents who have allowed their children to be more independent/autonomous
- are those who are given the most freedom.

6

3. (a) **What positive aspects of living independently are cited?**

- young people mature more (quickly)
- because they are beginning to socialise
- and learn to adapt to sharing a flat/learn what's involved in sharing a flat. (do not accept "negotiate")

3

(b) **What negative aspects are given?**

- they lose/miss many of the home comforts
- enjoyed by this current generation/current generations/recent generations
- general loss/drop in quality of life
- not easy doing housework
- when they are used to having everything done for them.

5

4. **In your view, does the overall experience of these students demonstrate that they are managing to cope? Give reasons for your answer based on the evidence of the text.**

- Yes – not easy, but a gradual process – friends eventually become family
- No – they buy ready made meals and wait till the weekend to go home and eat well.

(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 whether or not the overall experience of these students suggests that they are managing to cope.)

5

5. **How does Carlos explain the differences for him between being a school pupil and a University student?**

- teachers let you do your own thing
- you don't have your parents pushing you to study.

2

6. **In your view, has Carlos become truly “independent”? Give reasons for your answer based on the evidence of the text.**

- Yes – living without parents in a different city
- No – everything done for him except laundry which he takes home to his mother at the weekend

(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 whether or not Carlos has become truly independent.)

5

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

UNIT 1

TEXT	Accept (2)	(1)	Reject (0)
Cuando me informé, me dijeron que	When I made enquiries they told me that	When I was informed about it When I found out	I told them When they asked me I said that When they told me

UNIT 2

TEXT	Accept (2)	(1)	Reject (0)
en estos colegios hay mucho compañerismo,	in these (student) residences/halls there's a lot of camaraderie (comradeship)/lots of team spirit/a friendly atmosphere,	in these colleges/schools/universities in this college/school friendships and team spirit	

UNIT 3

TEXT	Accept (2)	(1)	Reject (0)
y de cara al primero año eso es importante.	and with regard(s) to (vis-à-vis) the first year, that is important. and that is important in the first year <u>this</u> is important omission of 'de cara a' ie in/for the first year	in view of first year	that the first year is important familiar face facing the first year is important to face the first year is important to be noticed in the first year on the face of it

UNIT 4

TEXT	Accept (2)	(1)	Reject (0)
Vivir en una residencia tiene sus ventajas	Living in a (student) residence has its advantages To live in ... 'the' hall of residence	in residence ('a' omitted) living here ...	

UNIT 5

TEXT	Accept (2)	(1)	Reject (0)
lo tienes todo hecho, sólo te has de ocupar de estudiar.	you have everything done for you, you only have to worry about studying. spend time studying 'the' studying all you do is see to your studying	all of which you have given to you occupied with studying	you have everything you need even though you are always occupied with studying you have it all there is a lot to be done you can do everything

UNIT 6

TEXT	Accept (2)	(1)	Reject (0)
No es un hotel, pero te hacen la comida, que es lo más duro,	It's not a hotel, but they make your food, which is the <u>most</u> difficult, that is the <u>hardest</u> (thing) which is the <u>toughest</u> lunch ✓ meals ✓ dinner ✓ food ✓	the <u>most hardest</u> which is <u>harder</u>	you have to cook your own food

UNIT 7

TEXT	Accept (2)	(1)	Reject (0)
y te arreglan la habitación, aunque la cama te la has de hacer tú.	and they tidy your bedroom, although you do have to make your own bed. clean your room you have to see to the bed		you have to clean the 'place' re-arrange your room arrange your accommodation making the bed is 'up to you'

UNIT 8

TEXT	Accept (2)	(1)	Reject (0)
También te tienes que ocupar de la colada en teoría,	You also have to do your own washing in theory, they have you doing your own washing/laundry you have to 'take care' of your washing sort out the washing	worry about washing	

UNIT 9

TEXT	Accept (2)	(1)	Reject (0)
pero como yo voy cada fin de semana a casa,	but since I go back home every weekend,	omission of 'since' 'when' I go home but <u>like me</u> I go home every weekend,	

UNIT 10

TEXT	Accept (2)	(1)	Reject (0)
me llevo la ropa sucia y me la lava la mamá”	I take my dirty clothes with me and my mum washes them. I ‘bring’ my ...	my mother washes them (= dirty washing)	<u>wearing</u> dirty clothes

[END OF MARKING INSTRUCTIONS]