

**2005 Spanish**

**Higher – Reading and Directed Writing**

**Finalised Marking Instructions**

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

## 2005 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.

## **Section A - General Points**

Correct points should be marked with a tick and the total number of marks written in the inside margin after each heading.

No marks should be given for points written under a different heading unless they would also answer that heading. In such a case the mark should be transferred to the total for the heading under which the mark was originally allocated. Where candidates list irrelevant information, no credit should be given for this, even if there is some correct information in the middle of it.

The total number of points scored should be written in the inner margin at the end of Section A.

**2005 Spanish  
Higher - Reading and Directed Writing**

**Marking Instructions**

Questions/Acceptable answers	Acceptable answers	Unacceptable answers
<p>1. Describe <b>two</b> of the main advantages of working abroad, as mentioned in the first paragraph. <b>(2 points)</b></p> <ul style="list-style-type: none"> <li>• Learn a (second) language.</li> <li>• Experience the world of work.</li> <li>• Live out great adventure(s) with other culture(s)</li> </ul> <p><b>(Mark first 2 answers if 3 given)</b> (Ignore third answer even if wrong)</p>	<p>(ignore ref. to “let yourself go”)</p> <p>fluent speak experience working world</p> <p>big adventure(s) to have</p>	<p>you are free to speak to freely speak experience world by working experiment/try out to work in other countries</p>
<p>2. Who are the most enthusiastic when it comes to working abroad? <b>(1 point)</b></p> <ul style="list-style-type: none"> <li>• Those who are finishing their studies. <u>Or</u></li> <li>• (Young) people between 20 and 24</li> </ul> <p><b>(1 from 2)</b></p>	<p>on the point of/(just) finished/at the end of after finishing have finished</p>	<p>those who stop to finish studies ready to finish finished exams school</p>

Questions/Acceptable answers	Acceptable answers	Unacceptable answers
<p>3. (a) What qualities do you need if you want to work abroad, according to the third paragraph? <b>(2 points)</b></p> <ul style="list-style-type: none"> <li>• <u>Lots of</u> (self-)confidence.</li> <li>• (Quite a lot) of courage</li> </ul> <p>(b) Why is this so? <b>(2 points)</b></p> <ul style="list-style-type: none"> <li>• It's not all adventure</li> <li>• Emotional shock/impact</li> <li>• Can be a traumatic experience</li> </ul> <p><b>(2 from 3)</b></p>	<p>great confidence a lot of confidence and all the same quite a lot of courage</p> <p>enough/sufficient courage brave/bravery/fighting spirit tough/toughness</p> <p>its not all about an adventure its not all/always an adventure stress people have the change is traumatising</p>	<p>trust, belief in self trustworthy about the same courage</p> <p>emotional breakdowns/collisions people have changed and are traumatised</p>
<p>4. Which <b>two</b> groups of people are the least enthusiastic when it comes to working abroad? <b>(2 points)</b></p> <ul style="list-style-type: none"> <li>• Young unemployed people</li> <li>• People <u>looking for</u> their <u>first</u> job</li> </ul>	<p>youths who are unemployed</p>	<p>teenagers/children/on strike people this is their 1<sup>st</sup> job people trying to find a job</p>

**Questions/Acceptable answers**

**Acceptable answers**

**Unacceptable answers**

5. (a) According to the passage, what details are given about the destinations that young Spaniards choose? **(2 points)**

- Britain (England), followed by France and Germany most popular
- USA doesn't attract and South America even less (must have pecking order)

then/1<sup>st</sup> choice – 2<sup>nd</sup> choice  
don't go/isn't popular

EEUU  
less people want to go to South America and USA doesn't attract many either

(b) What does this tell us about young Spaniards, according to Rafael Puyol? **(1 point)**

- Young Spaniards want the work to come to them, and not vice-versa/other way round

want work to go and find them  
...and not the reverse

want work that goes to them  
young Spaniards want to go and find work not the other way around

6. What should you do before looking for a job abroad? **(2 points)**

- Get in touch with the information centre(s) in the region/country/place/area
- So that they can send you job offers (they have)

job centres  
where they can give you ideas of employment  
job availability  
to find out job offers  
for possible employment

zone  
contact with info on the areas that have job offers =  $\frac{0}{2}$   
a job offer  
before you submit a job offer  
a job application  
receiving offers of employment

Questions/Acceptable answers	Acceptable answers	Unacceptable answers
<p>7. (a) How well prepared were Maria Cañizares and her friend for their trip to London? <b>(1 point)</b></p> <ul style="list-style-type: none"> <li>• They went (to London) with nothing organised</li> </ul> <p>(b) How did they go about getting a job? <b>(1 point)</b></p> <ul style="list-style-type: none"> <li>• They found lists of jobs (on display) <u>in</u> job-centre/employment office/agencies</li> </ul>	<p>were not prepared at all without accommodation or work</p> <p>look at notice board a mountain of offers/stacks</p>	<p>not prepared</p> <p>they go to job centres and look in the papers ✗</p>
<p>8. Give details of how Miriam Arincón find her job? <b>(1 point)</b></p> <ul style="list-style-type: none"> <li>• (Got a contract) through an agency in Spain (which she paid for)</li> </ul>	<p>went with a job offer in her hands from agency in Spain she signed a contract with an agency from Spain</p>	<p>“grateful hands” negates point agency pays her €80 in Spain thanks from an agency in Spain</p>
<p>9. Describe Elsa Sales’s experience in Australia. <b>(3 points)</b></p> <ul style="list-style-type: none"> <li>• She was promised a job on arrival.</li> <li>• Lots of Japanese tourists in town (where she lived)</li> <li>• They only employed people who spoke Japanese OR so she didn’t get job because she didn’t speak Japanese</li> <li>• Returned home <u>disillusioned/disappointed</u></li> </ul> <p><b>(3 from 4)</b></p>	<p>in some/a few days</p> <p>returned to Spain</p>	<p>she lived in a town with a lot of Japanese tourists and only her She promised she would get a job. In a day. 3 weeks late</p>

## 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.

10. Translate into English:

“El curro fue muy duro ... en cada esquina” (lines 79-84)

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>El curro fue muy duro, pero mereció la pena</p>	<p>the job was very hard, but (it was) worth it work but (was) worthwhile worth the effort tough however</p>	<p>the work it was very hard but it was worth the pain  it was worth the pain/grief</p>	<p>long caused grief worth the pity course durable the work is very hard but is worthwhile (ie wrong tense) but NFPIRE deserved the pain</p>

10.

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>porque en Londres había juerga todas las noches</p>	<p>because in London there was a party every night lots of partying there was bingeing there were parties</p>	<p>there was parties (NFPIRE) I/we partied every night I had a party every night there was clubbing I went out drinking there was something going on every night</p>	<p>I had binged London has parties I went out every night I had a good time every night the Londoners partied every night they partied</p>

10.

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
y me lo pasé fenomenal	and I had a great time  I had a great time fantastic/phenomenal  I really enjoyed it	I had a good time  it was great/phenomenal no full stop – I had a great time  for me it was wonderful	it was a phenomenal time I felt fantastic I found it great I spent phenomenal time

10.

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
La verdad es que el inglés lo practiqué poco	The truth is that I spoke English (very) little/I practised my English (very) little  I spoke little English I only spoke a little English I didn't practice/speak much English To tell the truth, To be honest, I hardly practiced English		I practiced/spoke English a little  English was rarely practiced

10.

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
Había españoles en cada esquina	there were Spaniards everywhere/on every corner all over the place all around around every corner at every corner everywhere I turned	there were Spaniards in every corner	I had a Spaniard in every corner Spanish in every corner

## 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 topic 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

[END OF MARKING INSTRUCTIONS]