



**2006 Spanish**

**Advanced Higher – Reading and Translation**

**Finalised Marking Instructions**

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## **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.

<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 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.

**Advanced Higher Spanish**

**Reading and Translation**

Questions/Acceptable answers	Unacceptable answers	Acceptable/Markers' Notes
<p><b>1. The author refers to changes taking place within Spanish families. What changes does he highlight and what effect do these have on family relationships?</b> <b>6 marks</b></p> <ul style="list-style-type: none"> <li>• Young people don't leave home until they are <u>over</u> 30</li>   <li>• Make own decisions about how they spend their money</li>   <li>• Despite economic dependence on their parents</li>   <li>• Lack of communication between family members</li>   <li>• Families have fewer children/less children</li> <li>• Greater value attached to privacy</li> <li>• Young people (typically) have own room/room isolated from parents</li> </ul> <p><b>(any 6 from 7)</b></p>	<p>children (NFPIRE) emancipated for more than 30 years beyond their thirties until they are 30 around the age of 30 nearer the age of 30</p> <p>dependence <u>from</u> their parents want privacy</p> <p>incommunication</p> <p>more privacy</p>	<p><u>over</u> 30 beyond the age of 30 in their thirties</p> <p>autonomy over how they spend their money free to make decisions self governing about money depend on parents economically/ financially parent (accept singular) breakdown in communication communication problems poor communication non-communication little communication</p> <p>higher valuation of privacy stay (away) up in their own room</p>

Questions/Acceptable answers	Unacceptable answers	Acceptable/Markers' Notes
<p>2. In the passage, the bedroom is referred to as “ un mundo aislado ”.</p>		
<p>(a) What evidence is there to contradict this view? <b>4 marks</b></p> <ul style="list-style-type: none"> <li>• Can communicate from their own personal space/ room</li> <li>• Can call people on/use their cell/mobile phone (from room)</li> <li>• Can communicate with others by SMS/texting/email /chat rooms/instant messaging</li> <li>• Can access ‘virtual communities’ (via internet)/ online communities</li> </ul>	<p>ignore reference to video games</p> <p><u>build</u> virtual communities virtual communication</p>	<p>interpersonal communication from own bedroom <u>use</u> mobile phone (from room)</p> <p>instant messaging</p> <p>experience virtual/online communities take part in ...</p>
<p>(any 4) (minimum 2)</p>		
<p>(b) What impact does this arrangement have on family life? <b>5 marks</b></p> <ul style="list-style-type: none"> <li>• Less <u>conflict</u> between generations (as a result)</li> <li>• New, <u>subtle</u> ‘differences’ between parents/children</li> <li>• (Increasingly), more time spent in the parental home/obliged/forced to live longer with parents</li> <li>• So long as they can escape/achieve/acquire own space(s)</li> <li>• ie go out at night, travel and have their own room (<u>all 3 required</u>)</li> </ul>	<p>doomed/condemned/bound/ committed to spend more time living at home/with parents journeys</p> <p>muffles, deadens</p>	<p>softens/tones down/reduces/lessens conflict alienates the generation conflict</p> <p>new subtle gaps are appearing more ways of ‘subtly’ separating parents and children subtle separation more time with their parents/live longer with their parents</p> <p>holidays, trips (ie travel), night culture</p>

**Questions/Acceptable answers**

**3. How different were things for young people like María in the 60s?**

**5 marks**

- Didn't have own room/had to share with brothers/sisters
- Parents had say over what they did in rooms (bedroom)
- Difficult to have private conversation with friends
- The only phone was in the hall
- Not their own place/world, just somewhere to sleep (both for 1 point)

**Unacceptable answers**

**Acceptable/Markers' Notes**

insist on whole answer

**Questions/Acceptable answers**

**4. How tolerant do you think María and Adrián are of their own children's situation? Support your answer with detailed references to the text.**

**5 marks**

- The author suggests that they are not tolerant (they spend too much time in their room/rooms untidy/cleaning lady scared to go in/would prefer to spend more time with them/complain that Raimón locks himself away in his own world/Julia lives in dream world)
- The author suggests they are tolerant (accept that young people may have their own way of organising their rooms (unknown to them)/admit this is probably the norm for young people/do occasionally get chances to speak/understand that parent/children relationships have changed)

(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 as to whether María and Adrián are tolerant.)

**Unacceptable answers**

**Acceptable/Markers' Notes**

**Questions/Acceptable answers**

5. **What overall view do you think the author is expressing in this passage on the generation gap and family relationships?**

**Illustrate your answer with detailed references to the text. 5 marks**

- The author suggests that, although young people are staying at home longer, they are shutting themselves away in their own rooms and not interacting with the family ie living under the same roof but leading a quite separate existence. By having their own space, potential for family conflict reduced but the opportunities for meaningful family communication are also reduced. Differences between generations still exist but they have taken on a new, more subtle form.

(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 as to the author’s overall view of the generation gap and family relationships.)

**Unacceptable answers**

**Acceptable/Markers’ Notes**

**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**

**6. Translate into English:**

“Adrián lleva ya ..... menos el tiempo”. (lines 99 – 110)

**UNIT 1**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
Adrián lleva ya muchos años de profesor y en su escuela	Adrián has (already) been a teacher (for) many years and at his school  has <u>now</u> been a teacher  <u>in</u> his own school  at the school	has spent   already has many years as a teacher	leads  professor  missed out “and”

**UNIT 2**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
ve el reflejo de esta metamorfosis del adulto:	he sees the evidence of this transformation/change in adults:  reflection	metamorphosis (and Spanish spelling)  of the adult(s)  effects for evidence	to adulthood  this metamorphosis of the adult  as an adult  this metamorphosis reflects of the adult  from an adult's view  towards adults

**UNIT 3**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
“Si los alumnos nos pierden el respeto	“If pupils lose respect for us  <u>the</u> pupils  students  are losing  <u>their</u> respect  loose		lost (but NFPIRE in <u>same</u> sentence)  if the pupils lose <u>deference</u>  any wrong tense  our respect

**UNIT 4**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
es porque también se lo pierden a sus padres”.	it’s because they are also losing it for their parents”.  (repetition of ‘respect’)	<u>towards</u> their parents  in their parents  lose	have lost  from parents

**UNIT 5**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
María se da cuenta de que los que han cambiado	María realises/is aware/is conscious of the fact that those (the ones) who have changed  <u>that</u> have changed	takes into account  believes	gives her account  has realised  has grown to work out  of that what has changed  they have changed

**UNIT 6**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
no son tanto los adolescentes	are not so much (the) adolescents  teenagers	(inclusion of) 'they' are not  omission of 'are'  not <u>just</u> the adolescents	

**UNIT 7**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
sino los padres y sobre todo las madres:	but (the) parents and in particular (the) mothers:  <u>their</u> parents  <u>their</u> mothers  (the) – optional  <u>as</u> parents (instead of ‘but’)  especially  above all		fathers/dads  without

**UNIT 8**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
"Tenemos una vida sumamente complicada,	"We have/live an extremely complicated life,  lead  lives  exceedingly		

**UNIT 9**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
sin tiempo ni espacios compartidos.	without time or shared space.  shared time or space  with no time or shared space	spaces  without time (n)or space shared  without time or space to share/for sharing	without sharing rooms  without enough time or space  without time or space to ourselves

**UNIT 10**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
Se lo damos todo a nuestros hijos, menos el tiempo”.	We give our children everything, except time.  <u>but</u> time/ <u>but not</u> time  apart from time  except for time  kids		give up  less time  while we give all to our children, little is time  gave – wrong tense  all of your children

[END OF MARKING INSTRUCTIONS]