

2006 Spanish

Higher – Reading & Directed Writing

Finalised Marking Instructions

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2006 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; an underlined word or concept 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 I - 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 I.

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Higher – Reading and Directed Writing**

Marking Instructions

Questions/Acceptable answers	Additional acceptable answers	Unacceptable answers
<p>1. What information, given in the first paragraph, shows that weight problems among young children are becoming a greater problem in Spain? (2 points)</p> <ul style="list-style-type: none"> • Doctors’ surgeries being swamped • (Survey shows) that children not eating <u>enough</u> fruit <u>and</u> vegetables/greens • <u>25% of children</u> between <u>10 and 12</u> worried about their weight (all of this required for point) <p style="text-align: center;">(2 from 3)</p>	<p>Ignore reference to enquiry/inquest/doctors’ survey</p> <p>overflowing</p> <p>sufficient</p> <p>concerned show concern preoccupied anxious</p>	<p>obesity is starting to go beyond the consulting rooms.</p> <p>the childhood obesity is overflowing</p> <p>indicating signs that they are overweight don’t worry about their weight have problems with their weight show no concern about their weight show a worrying sign of being overweight</p>

Questions/Acceptable answers	Additional acceptable answers	Unacceptable answers
<p>2. (a) Rocío has overcome her weight problem. What kind of child is she now? (2 points)</p> <ul style="list-style-type: none"> • slim girl who plays basketball/slim and plays basketball • smiling <u>and</u> self-assured/confident • <u>more</u> mature <u>and</u> responsible <p style="text-align: center;">(2 from 3)</p>	<p>ignore reference to “has left her obesity behind”</p> <p>lanky, tall</p> <p>sure of herself</p>	<p>smiling and always the same feels safe self-secure cheerful happy very much a mature child</p>
<p>(b) What types of thing can she do now, according to Juan, her father? (2 points)</p> <ul style="list-style-type: none"> • Substitute sweets with fruit • Buy clothes she likes/wants 	<p>snacks, titbits, nibbles bad food, rubbish</p> <p>shop for clothes she likes</p>	<p>morsels, trinkets, fatty foods</p>

	Questions/Acceptable answers		Additional acceptable answers	Unacceptable answers
3. (a)	What is Inmaculada's attitude to her illness?	(1 point)	she is determined to beat it	
	<ul style="list-style-type: none"> Fighting with an iron will (must have idea of struggling, fighting, combating, beating etc.) 		iron-like will-power solid will-power strong will-power with all her will-power	with wishful thinking with the help of iron with her will-power she has a strong will-power
(b)	Describe in detail what she does to help build up willpower.	(2 points)		
	<ul style="list-style-type: none"> Cupboard with sweets in it 		wardrobe they have a cupboard (with the sweets)	guards they look at them
	<ul style="list-style-type: none"> Looks at them from time to time/sometimes 			

Questions/Acceptable answers

Additional acceptable answers

Unacceptable answers

4. (a) Inmaculada has signed a contract. Describe **three** of the promises she has made in it. **(3 points)**

- To eat at least/a minimum of 3 pieces of fruit per day
- To do a half hour exercise (one mention of daily)
- To chew her food a lot or eat very slowly

chew her food more many times, lots of times

one hour of exercise

(b) Mention **two** of the rewards on offer if she keeps to her agreement. **(1 point)**

- A trip to the beach, a new dress, points for bigger/major prize

excursion, outing
Sea-side

gets taken to the beach

new clothes

(any 2 from 3 for 1 point)

	Questions/Acceptable answers	Additional acceptable answers	Unacceptable answers
5 (a)	What background factors, apart from eating too much, can lead to childhood obesity? Mention two things. (2 points)	ignore any reference to genetic factors	
	<ul style="list-style-type: none"> Leading a sedentary life 	an inactive life	
	<ul style="list-style-type: none"> Family breakdown 	broken home destruction of the family family splitting up	family problems
	<ul style="list-style-type: none"> Low standard of living (2 from 3)	low economic level low level of income	family problems small economical level low level of economics low standard of economy

Questions/Acceptable answers

Additional acceptable answers

Unacceptable answers

6. (a) What influences has Inmaculada had on her family's eating habits?
Mention **three** things. (3 points)

- Not allowed to/don't watch TV while eating
- Smaller portions/amounts
- Smaller plates
- Less junk/rubbish food

Reduce the amount of food

smaller dishes

Garbage food

(3 from 4)

	Questions/Acceptable answers	(1 point)	Additional acceptable answers	Unacceptable answers
7. (a)	Why is Inmaculada delighted?		Tease, bully, make fun of provoke, meddle with Don't bother her	Exclude, leave her by herself hit
(b)	What simple thing gives her great pleasure?	(1 point)		
	<ul style="list-style-type: none"> • No longer picked on by other children 			
	<ul style="list-style-type: none"> • Crossing her legs 			
Total 20 points = 20 marks				

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.

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 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.

8. Translate into English:

“ Inmaculada progresión lentamente..... muy complicada” (lines 103-110)

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Inmaculada progresión lentamente, pero siempre cumple sus contratos.</p>	<p>Inmaculada is progressing slowly, but (she) always sticks to her contract(s).</p> <p>progress slowly is making slow progress</p> <p>fulfils keep to complies with carries out</p> <p>Agreement(s)</p>	<p>steadily</p> <p>obeys completes achieves</p> <p>promises</p>	<p>has progressed } ie progressed } wrong tense stuck } carried out } leniently }</p> <p>immaculate progress was made must always obey</p>

8. Translate into English:

“ Inmaculada progresa lentamente..... muy complicada” (lines 103-110)

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Rocío ha superado el problema porque ha aprendido a comer de una manera diferente.</p>	<p>Rocío has overcome the problem because she has learned to eat in a different way.</p> <p>has learnt</p> <p>by learning to eat... has learnt how to eat... has got over her problem</p> <p>in a different manner differently</p>	<p>he has learned... has overcome has overcame has beat</p> <p>has been able to overcome has managed to overcome</p> <p>Rocío...problem, because she is learning to eat...</p> <p>she has learnt to get into different eating habits</p>	<p>she beat she over came she leant she learned</p> <p>has surpressed the problem has exceeded the problem has surpassed the problem</p> <p>of a different way of a different manner</p>

8. Translate into English:

“ Inmaculada progresa lentamente..... muy complicada” (lines 103-110)

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Aprender a comer es la clave; cambiar los hábitos.</p>	<p>learning to eat is the key, changing habits. ...your habits to learn to eat is the key, to change habits</p> <p>to learn how to eat... the key is learning how to eat,</p>	<p>...the habits</p> <p>learning what to eat learning to eat is the key, change your habits</p>	<p>She's learned eating is the key to changing habits</p> <p>to learn to eat is the key to change habits (no punctuation) ...is a key</p> <p>to changing the habits</p>

8. Translate into English:

“ Inmaculada progresa lentamente..... muy complicada” (lines 103-110)

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Hay que estar alerta toda la vida</p>	<p>You have to be alert all your life it is necessary... you must... one must/has to be... we have to be...</p> <p>throughout life your whole life</p>	<p>they have to be alert Be alert...</p> <p>all of life</p>	<p>all the time always</p> <p>we are to stay alert it's good to be alert</p>

8. Translate into English:

“ Inmaculada progresa lentamente..... muy complicada” (lines 103-110)

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>porque la obesidad es una enfermedad muy complicada.</p>	<p>Because obesity is a very complicated illness.</p> <p>complaint condition</p> <p>complex</p>	<p>the obesity</p>	<p>sickness omission of “very”</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 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]