



**2008 Spanish**

**Advanced Higher – Reading and Translation**

**Finalised Marking Instructions**

© Scottish Qualifications Authority 2008

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from the Assessment Materials Team, Dalkeith.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's Assessment Materials Team at Dalkeith may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

## **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	Acceptable/Markers' Notes	Unacceptable answers
<p>1. What contrasting image does the writer provide of Santiago's life before and after arriving in Spain?</p>	<p>4 points</p>	
<ul style="list-style-type: none"> <li>different name</li> </ul>	<p>Santiago used to be/previously called Vladimir (however expressed)</p>	
<ul style="list-style-type: none"> <li>lived with 30 others/other children/kids in an orphanage</li> </ul>		
<ul style="list-style-type: none"> <li>now he is in his (new) house with his <u>new/Spanish</u> parents</li> </ul>		<p>family any suggestion that house is/was in Russia</p>
<ul style="list-style-type: none"> <li>there are toys <u>everywhere</u></li> </ul>	<p><u>lots of/many</u> toys (as presents)</p>	<p>more toys luxurious toys presents (on its own) games</p>

Questions/Acceptable answers	Acceptable/Markers' Notes	Unacceptable answers
<p>2. The writer suggests that stories of international adoptions would be suitable material for a novel.</p>	<p>5 points</p>	
<p>(a) What does he say about the experiences of birth parents and adoptive parents?</p>		
<ul style="list-style-type: none"> <li>tragedy/agonny of parents who hand over/in children</li> </ul>	giving (away) their children	give back children
<ul style="list-style-type: none"> <li>with certainty that they will never see them again</li> </ul>	ignore "to the administration"	<u>might</u> never see them again
<ul style="list-style-type: none"> <li>adoptive parents who allow themselves to be (thoroughly) investigated</li> </ul>	put child(ren) into care	adoptive parents investigate
<ul style="list-style-type: none"> <li>and invest time <u>and</u> money</li> </ul>	Specifying correct time <u>and</u> money eg 2-4 years and 14,000-20,000 euros	if numbers incorrect
<ul style="list-style-type: none"> <li>to bring up <u>and</u> educate (someone else's) child</li> </ul>	raise and educate a child	boy
	ignore mistranslation of "quién sabe de quién"	

Questions/Acceptable answers	Acceptable/Markers' Notes	Unacceptable answers
<p>2. (b) Why does he describe the experience of being adopted as an adventure for some children?</p>	4 points	
<ul style="list-style-type: none"> <li>they are abandoned to fate/chance</li> </ul>		luck (unless clearly indicating fate or chance)
<ul style="list-style-type: none"> <li>and sent to/placed in another country, family and culture (<b>all 3</b>)</li> </ul>	place/land	planet company planted to another world
<ul style="list-style-type: none"> <li>with (only) the love of unknown/new/different people</li> </ul>	strangers	
<ul style="list-style-type: none"> <li>as a reward</li> </ul>		compensation

Questions/Acceptable answers	5 points	Acceptable/Markers' Notes	Unacceptable answers
<b>3. Give details about David and Teresa's adoption of Santiago.</b>			
<ul style="list-style-type: none"> <li>had to wait 2 years</li> </ul>		lasted 2 years of waiting	2 years of hope/hoping
<ul style="list-style-type: none"> <li>cost a lot of money</li> </ul>		big sum of money	supposed to take 2 years
<ul style="list-style-type: none"> <li>they have avoided pregnancy, nappies, sleepless nights/nights of insomnia</li> </ul>	<b>(any 2)</b>	missed out...	miscarriages
		jumped...	wanted pregnancies...
		skipped...	
<ul style="list-style-type: none"> <li>but now obliged/have to deal with</li> </ul>		handle	look after...
			try with...
			manipulate
<ul style="list-style-type: none"> <li>(a 3 year old) boy who has his own ideas</li> </ul>			they have their own ideas about

Questions/Acceptable answers	Acceptable/Markers' Notes	Unacceptable answers
<p>4. (a) What background information did David and Teresa receive from the orphanage director just before they met Santiago?</p>	<p>3 points</p>	
<ul style="list-style-type: none"> <li>• he was underweight</li> </ul>	<p>less than normal weight</p>	<p>slightly underweight</p>
<ul style="list-style-type: none"> <li>• had tooth decay</li> </ul>	<p>decaying teeth</p>	<p>has cavities</p>
<ul style="list-style-type: none"> <li>• delayed speech</li> </ul>	<p>behind in his speaking</p>	<p>speech impediment</p>
<ul style="list-style-type: none"> <li>• abandoned (by his mother) <u>at birth/when he was born</u></li> </ul>	<p>delay in his speech</p>	<p>problems speaking</p>
<ul style="list-style-type: none"> <li>• had lived with his grandmother <u>until 5 months before/ago</u></li> </ul>	<p>slowness in his speaking</p>	<p>speech difficulties</p>
<p>(Any 3 from 5)</p>		<p>since 5 months ago</p>
		<p>until he was 5 months old</p>
		<p>for 5 months</p>

Questions/Acceptable answers	Acceptable/Markers' Notes	Unacceptable answers
<p>4. (b) What happened when they actually met him?</p> <ul style="list-style-type: none"> <li>• he didn't speak/say a word/talk</li> <li>• they thought/feared he was a deaf-mute</li> <li>• were relieved/relaxed when they saw how he reacted to carer</li> </ul>	<p>2 points</p>	<p>they didn't speak</p>
<p>(Any 2 from 3)</p>	<p>He wasn't speaking</p> <p>deaf <u>and</u> mute</p> <p>that he responded to the carer</p> <p>childminder/nanny</p>	<p>replied</p> <p>caretaker/attendant</p>

**Questions/Acceptable answers**

**Acceptable/Markers' Notes**

**Unacceptable answers**

**5. What overall view do you think the writer is presenting of international adoptions by Spanish couples?**

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

**7 points**

Positive:

- improved quality of life for child
- new family and friends for adopted child
- worth waiting for
- worth spending money
- increasing numbers of adoptions suggest success
- saving child abandoned by birth parents

Negative:

- adoptive parents subjected to suitability tests
- financial cost of adoption
- paperwork required
- parents don't know what to expect eg health of child
- "teething problems" with child
- parents subjected to long/tiring journeys

(this advice should be used in conjunction with SQA's inferential pegged mark criteria)

**Pegged Mark Criteria for Question 5 (inferential question)**

- A pegged mark must be awarded only after reference to the specific guidance given above.
- A range of performance is available within each of the criteria.
- A mark of zero will be awarded to a performance which offers no appropriate inferencing skills, as outlined in the criteria for the other pegged marks.

<b>Pegged Marks</b>	<b>Criteria</b>
7  OR  5	The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Marking instructions.
3  OR  1	The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.
0	The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.

**Translation (20 marks)**

**10 sense units = 20 marks**

**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**

“El dinero que hemos invertido...ponerle más complicaciones.” (lines 66-77)

UNIT 1

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
El dinero que hemos invertido en la adopción	The money that we have invested/ spent on/in the adoption	have spent in	had invested  had to invest  they had invested

UNIT 2

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
es el mejor gastado de nuestra vida.	is the best (money) we have ever spent  is the best investment we have (ever) made  in/of our life/lives  is the best money spent in our lives		is the largest cost of our life  is the most they spent  is the best expense  is the best thing that has ever happened

UNIT 3

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
Siempre habíamos pensado en Rusia.	We had always thought about/we had always been thinking of Russia	we always thought	we have always thought in Russia our thoughts were always in Russia They had always thought (but no further penalty if repeated error (NFPIRE) if used in sense unit 1)

UNIT 4

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
A mi marido no le importaba tanto	It wasn't so important for my husband  My husband didn't think it was so important  It wasn't as important to my husband  My husband did not care too much  My husband wasn't as bothered	same importance	in my husband's opinion

UNIT 5

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
pero yo admito que el país de origen era fundamental para mí.	but I (have to) admit (that) the country of origin was fundamental to me/ vital to me  for/to me  I'll admit	omission of "fundamental"  country of birth  fundamental <u>for</u> me	the origin country

UNIT 6

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
Yo no quería que mi hijo Santi fuera demasiado distinto	I didn't want my son Santi to be too different	Too much different	I was not wanting that my son Santi would be.  too much of an outsider  I wouldn't want my son...  I would not have wanted...  too far from children  to feel too different

UNIT 7

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
a los niños de su entorno.	from the children around him	(different) to the children other children	around here  in their environment  from/of his environment  in his upbringing  from his own background

UNIT 8

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
Sin duda, tendrá que hacer un esfuerzo enorme	He will certainly need to make a huge/ enormous effort  Without (a) doubt...  Undoubtedly...	it will take enormous effort	we will/would have to make...  have a great effort

UNIT 9

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
para integrarse en un mundo nuevo	to fit/integrate into his new world to integrate himself into a new world to fit in in a new world	to integrate <u>in</u> his new world to integrate himself <u>in</u> a new world	

UNIT 10

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
y no queríamos ponerle más complicaciones.	and we didn't want to complicate things further for him	more complications cause more complications	set more complications omission of "for him" we will not want to upon him

[END OF MARKING INSTRUCTIONS]