



**2010 Spanish**

**Advanced Higher – Reading and Translation**

**Finalised Marking Instructions**

© Scottish Qualifications Authority 2010

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 External Print Team, Centre Services, 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 External Print Team, Centre Services, 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 Markers' Meeting until the final date for the return of scripts to SQA. By that date all marked scripts, Mark Sheets and Reports should be returned to SQA.

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.

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.

**Spanish Advanced Higher  
Reading and Translation**

Questions/Acceptable answers	Acceptable/Markers' Notes	Unacceptable answers
<p><b>1. In the first paragraph, how does the author illustrate the extent to which the content of road safety advertising campaigns has changed over the years?</b></p> <p><b>5 marks</b></p> <ul style="list-style-type: none"> <li>• from <u>cartoon</u> in <u>1964</u> warning pedestrians to look before they cross</li> <li>• to the more violent/bloody stage (coinciding with a big increase in road deaths)</li> <li>• (with slogan) “you pay for your recklessness/carelessness”</li> <li>• to (most) <u>recent</u> campaigns focusing on emotional impact</li> <li>• to make drivers reflect on irresponsible behaviour</li> <li>• with slogan “Do you believe you’re going to die?”</li> </ul> <p><b>(any 5 from 6)</b></p>	<p>animated drawing first look, then cross</p> <p>irresponsible driving carelessness while driving costs/has a consequence</p> <p>campaigns <u>now</u></p> <p>realise/make self aware conduct/driving</p>	<p>carelessness of driving will pay they pay for</p>

Questions/Acceptable answers	Acceptable/Markers' Notes	Unacceptable answers
<p>2. <b>How have advertising awareness campaigns intensified in recent years?</b></p> <ul style="list-style-type: none"> <li>• moving from a couple of adverts per year/usually in summer and at Christmas</li> <li>• to several each year combining general campaigns with specific ones</li> <li>• eg helmet, (seat)belt, speed, alcohol, aimed at young people <b>(any 4 from 5 for one mark)</b></li> </ul>	<p><b>3 marks</b></p> <p>advising youngsters</p>	<p>a <u>few</u> adverts announcements (but no further penalty if this is repeated in subsequent answers)</p>

Questions/Acceptable answers	Acceptable/Markers' Notes	Unacceptable answers
<p>3. (a) According to Fernando Ocaña, what are the essential ingredients of a credible advertising campaign and what examples does he give?</p> <p>4 marks</p> <ul style="list-style-type: none"> <li>• using foreign actors</li> <li>• on an <u>exclusive</u> year long contract</li> <li>• while the campaign is running/live/on air</li> <li>• (using) social rejection</li> <li>• eg “if you drive fast, I’m getting out”</li> <li>• “you’re not coming with me if you don’t put on your seatbelt”</li> </ul>	<p>selected from abroad</p> <p>signed up</p>	<p>social repel/rebound</p>
<p>(any 4 from 6)</p>		

**(b) How does he describe the less successful campaigns?**

**3 marks**

- the same actor from a road safety advert appearing in a mayonnaise advert
- aim to make people afraid because they are already accustomed to violence from television and/or cinema
- use famous people because they may do the opposite in real life to what the advert is saying

scare public

Questions/Acceptable answers	2 marks	Acceptable/Markers' Notes	Unacceptable answers
4. (a) What did the DGT survey reveal?			
<ul style="list-style-type: none"> <li>• people not aware of magnitude of problem</li> <li>• even though there were 5,500 deaths <u>per year</u></li> <li>• 80% of those interviewed thought there were <u>less than</u> 800</li> </ul>		breadth/expanse/scope/severity	importance
<b>(any 2 from 3)</b>			
(b) What steps were taken as a result of this survey?	3 marks		
<ul style="list-style-type: none"> <li>• now seek to convince the public that it wasn't just someone else's problem</li> <li>• that anyone could die on the roads</li> <li>• awareness (raising) campaigns in the media</li> <li>• police presence/vigilance by/of police on the roads</li> </ul>		neighbour	conscientious campaigns publicity campaigns
<b>(any 3 from 4)</b>		police surveillance/watching	

Questions/Acceptable answers	Acceptable/Markers' Notes	Unacceptable answers
<p>5. Why does the psychologist Roberto Durán think that there should be a tougher message broadcast once per year? <b>3 marks</b></p> <ul style="list-style-type: none"> <li>• they generate/initiate/promote controversy/discussion</li> <li>• they leave their mark/make an impression</li> <li>• they change behaviour</li> </ul>	<p>starting</p>	<p>polemics</p> <p>footprints</p>

**Questions/Acceptable answers**

**Acceptable/Markers' Notes**

**Unacceptable answers**

**6. Now consider the article as a whole.**

**To what extent do you think advertising campaigns have been effective in promoting and encouraging safe driving in Spain? Support your answer with detailed references to the text.**

**7 marks**

**Effective**

When...

- they hire foreign actors – increase in credibility
- they focus on social rejection/peer pressure
- they have powerful slogans
- they use children in the adverts
- there is an impact on children
- they appeal to emotions.

**Not Effective**

- Adverts have had to change style throughout the years.
- People are immune to violence in adverts.
- Because the public is still not aware of magnitude of problem/situation
- Spain having to invest more in awareness campaign than any other country.
- Use of famous people can be counterproductive.
- Because car adverts promoting messages of sophistication and prestige still beat road safety campaigns hands down.

**Pegged Mark Criteria for Question 6 (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>
<p style="text-align: center;"><b>7</b> <b>OR</b> <b>5</b></p>	<p>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.</p>
<p style="text-align: center;"><b>3</b> <b>OR</b> <b>1</b></p>	<p>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.</p>
<p style="text-align: center;"><b>0</b></p>	<p>The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.</p>

**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**

**7. Translate into English**

“Los responsables de Tráfico...el cinturón de seguridad.” (lines 84-95)

UNIT 1

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
Los responsables de Tráfico señalan que el impacto de los anuncios	Those responsible/in charge at/from the Department of Transport point out/indicate/say that the impact of the adverts	(the) traffic/traffic use of Spanish “Tráfico” signal that.../show that ...	The responsibilities of ...

UNIT 2

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
en los que aparecen niños es cada vez más significativo	in which children appear is (becoming) increasingly/more and more significant.	which use/show children	more/most significant every/each time

UNIT 3

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
Ocaña recuerda que un profesor le contó una vez	Ocaña remembers/recalls (that) a teacher once told/telling him  one time		a teacher once noted  a professor

UNIT 4

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
cómo un niño se dibujó a sí mismo	how a child/(young) boy drew (a picture of) himself		

UNIT 5

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
con varios cinturones abrochados.	<u>wearing</u> several/various seatbelts.  with various seatbelts <u>fastened/done up</u>	with various seatbelts	belts

UNIT 6

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
El maestro le preguntó qué significaba.	The teacher asked him what it/he meant/what significance it had	omission of "him"	why that was significant  wrong tense  the master

UNIT 7

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
El pequeño respondió: “Es que no quiero que me pase	The child/young boy/little boy replied “(it is because) I don’t want what happened  I don’t want to end up ...	the little one  I don’t want that/it to happen to me	I don’t want to suffer  I don’t want to be

UNIT 8

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
como a la niña del anuncio”.	to the girl in the advert to happen to me”.	child/young person	

UNIT 9

TEXT	Accept (2)	(1)	Reject (0)
Se refería a uno en el que una menor salía despedida del coche	He was talking about/referring to one where a young girl was/had been thrown/hurled from the car	He referred minor  child/young person (no further penalty for repeated error, ie if penalised already in sense unit 8)	Wrong tense Eg He is referring to .../he refers to

UNIT 10

TEXT	Accept (2)	(1)	Reject (0)
por no llevar el cinturón de seguridad.	because she was not wearing a/her seatbelt.	because <u>they</u> weren't wearing <u>their</u> seatbelt  by not wearing a seatbelt  she did not wear ...	safety (seat)belt  as he did not wear  his seatbelt  for not wearing a seatbelt

[END OF MARKING INSTRUCTIONS]