



**2010 Spanish**

**Higher – Reading and Directed Writing**

**Finalised Marking Instructions**

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## **2010 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 mark; an underlined word or concept must be evident within an answer before the mark 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 marks 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, marks 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 marks scored should be written in the inner margin at the end of Section I.

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Marking Instructions

	Questions/Acceptable answers	Additional acceptable answers	Unacceptable answers
1.	<p><b>What impression does the author say we get when travelling through many areas of Spain?</b> <b>1 mark</b></p> <ul style="list-style-type: none"> <li>That we are the only beings/ones/people/human beings/living person on the planet</li> </ul>	<p>you are the only person on the planet the impression of being alone on the planet on earth</p>	<p>the only creatures/living things the only existence on the planet unique on the planet above the planet</p>
2.	<p><b>What did the families, who lived in these areas, develop in their villages, as described in the second paragraph? Mention two things.</b> <b>1 mark</b></p> <ul style="list-style-type: none"> <li>Small industries <b>and</b> crafts/handicrafts (both required for 1 mark)</li> </ul>	<p>workshops for craftsmen handcrafted goods craftworks</p>	<p>small businesses  craftsmanship(s) workshops. (ie on its own) craft shops</p>

Questions/Acceptable answers		Additional acceptable answers	Unacceptable answers
3.	<p>(a) <b>What were the main reasons for people abandoning their villages? Mention in detail two reasons. 2 marks</b></p> <ul style="list-style-type: none"> <li>Poverty of agricultural life</li> <li>Lack of work/jobs in the country(side)</li> <li>Lack of public services</li> <li>Opportunities for <u>work</u> in big cities</li> </ul> <p style="text-align: right;">(2 from 4) Mark the <u>first two</u> answers</p>	<p>poverty associated with farming/ the farming life/life of farming</p> <p>no work in the country shortage of jobs/work in the country scarcity of jobs in the country</p> <p>job/work opportunities in the big cities ..working opportunities</p>	<p>dairy agricultural farming</p> <p>in the fields lack of work. (ie no mention of country)</p> <p>in big towns labour opportunities the workable opportunities were offered to the big cities</p>
	<p>(b) <b>Which two groups of people remained behind, apart from grandparents? 1 mark</b></p> <ul style="list-style-type: none"> <li>(Civil servants like) teachers <b>and</b> doctors (both required for 1 mark)</li> </ul>		<p>masters skilled people experts obligatory/compulsory doctors medical people civil servant</p>

Questions/Acceptable answers		Additional acceptable answers	Unacceptable answers
(c)	<p><b>Why did they also eventually leave? 2 marks</b></p> <ul style="list-style-type: none"> <li>• Because of falling birth-rate</li> <li>• And closing of (village) schools</li> </ul>	<p>drop in the birthrate</p> <p>closing of the schools (in the towns)</p>	<p>downfall of the birthrate low birthrate fall/drop in the population</p> <p>there were no people in the schools public schools</p>

Questions/Acceptable answers		Additional acceptable answers	Unacceptable answers
4.	<p><b>Why have former residents been restoring their houses?</b> <b>1 mark</b></p> <ul style="list-style-type: none"> <li>To spend their holidays there</li> </ul>	to use as holiday homes for their holidays	to spend the summer there so they can rent them out when on holiday
5.	<p><b>(a) Why were the people of Morillo forced to leave their homes?</b> <b>1 mark</b></p> <ul style="list-style-type: none"> <li>They (the authorities) were building/constructing a dam/reservoir on the river</li> </ul> <p><b>(b) What benefits will the new campsites bring to this area? Give details of two benefits.</b> <b>2 marks</b></p> <ul style="list-style-type: none"> <li>Finance building of village (and other projects)</li> <li>Give permanent work/jobs to 10 people</li> <li>20 temporary jobs</li> </ul> <p><b>(any 2 from 3)</b></p>	<p>by/in/over/around the river the river was going to be dammed</p> <p>full-time/continuous/continued/ continual work</p> <p>casual/part-time seasonal</p>	<p>above the river the estuary on the road</p> <p>give work to 10 people it will continue to give work to 10 people</p> <p>eventual/eventually</p> <p>(ignore any reference to services)</p>

Questions/Acceptable answers		Additional acceptable answers	Unacceptable answers
6.	<p><b>(a) What did the town of Aguaviva do in 2001? 1 mark</b></p> <ul style="list-style-type: none"> <li>(One of first) to repopulate with immigrants/immigrant families from (countries like) Romania and Argentina</li> </ul>	to repopulate immigrant families.. they took in...	it repopulated the immigrant families of Romania and Argentina
	<p><b>(b) Give details of what was on offer. 2 marks</b></p> <ul style="list-style-type: none"> <li>Houses and jobs to families</li> <li>With 2 children under twelve for (a period of)five years</li> </ul>		sons 2 young children. 2 small children of 12 years at least 12 years old from 12 years aged from 2 to 5 any other numbers



Questions/Acceptable answers		Additional acceptable answers	Unacceptable answers
8.	<p><b>(a)</b> What realistic advice does José Fuentes give to people who are thinking of starting a new life in the country? <b>1 mark</b></p> <ul style="list-style-type: none"> <li>• Can't have a romantic mentality/attitude/mindset about it</li> </ul>	<p>can't be romantic about it can't romanticise it idealistic mentality romantic ideas</p>	<p>nobody is able to have a romantic mentality</p>
	<p><b>(b)</b> What two examples does he give to demonstrate his point? <b>2 marks</b></p> <ul style="list-style-type: none"> <li>• Different sowing a seed in a plant-pot than (making a living from/off agriculture)</li> <li>• If you don't know the difference between a cock and a hen, you'll end up milking the bull</li> </ul>	<p>growing a plant in a plant pot is different to farming making a plant grow in a plant pot.. planting seeds in a flower pot</p> <p>living off the land from farming</p> <p>cockerel rooster chicken you'll finish by milking the bull</p>	<p>sprinkling a plant scattering</p> <p>living on a farm/in farming living in agriculture/in the country doing it for a living</p> <p>you'll stop/finish milking the bull</p>

**Total 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.

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.

9. Translate into English the underlined section:

Traduce al ingles “Me divorcié hace poco... a repoblar estos pueblos.” Lines 85 – 95

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Me divorcié hace poco, y tengo muchos problemas económicos</p>	<p>I got divorced not long ago and have lots of financial problems</p> <p>I was divorced I am recently divorced I've been divorced for a little while I've not long been divorced I am not long divorced</p> <p>recently a short time ago a little/short/wee while ago</p> <p>a lot of financial problems many financial problems many money problems</p>	<p>I have recently divorced I've been divorced for not long my divorce wasn't long ago</p> <p>a little time ago</p> <p>economic problems difficulties</p>	<p>I've been divorced for a while I divorced</p> <p>economical problems</p>

9. Translate into English the underlined section:

Traduce al ingles “Me divorcié hace poco... a repoblar estos pueblos.” Lines 85 – 95

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Vivo en las afueras de Barcelona con mis dos hijas</p>	<p>I live in/on the outskirts of Barcelona with my two daughters/girls</p> <p>suburbs</p>	<p>two children</p>	<p>sisters etc sons</p> <p>outside Barcelona</p> <p>on the suburbs</p>

9. Translate into English the underlined section:

Traduce al ingles “Me divorcié hace poco... a repoblar estos pueblos.” Lines 85 – 95

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>y nos encantaría vivir en un pueblecito tranquilo, lejos del estrés y del ruido</p>	<p>and we would love to live in a quiet little village far from (the) stress and (the) noise</p> <p>we would be delighted to</p> <p>we would really like</p> <p>little town</p> <p>small village</p> <p>peaceful/calm/tranquil/relaxed</p> <p>away from the stress</p>	<p>I'd love for us to live</p> <p>we would love living</p> <p>we would like</p> <p>town/village (ie no little)</p> <p>free from the stress</p> <p>without the stress</p>	<p>we love living</p> <p>I'd love to live</p> <p>suburb</p> <p>area</p>

9. Translate into English the underlined section:

Traduce al ingles “Me divorcié hace poco... a repoblar estos pueblos.” Lines 85 – 95

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
Somos amantes de la naturaleza y los animales	we are lovers of nature and animals we are nature and animal lovers we love we are fond of we are admirers	the nature and the animals natural environment	the outdoors

9. Translate into English the underlined section:

Traduce al ingles "Me divorcié hace poco... a repoblar estos pueblos." Lines 85 – 95

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>y tenemos muchas ganas de trabajar y ayudar a repoblar estos pueblos."</p>	<p>And we would really like to work and help to repopulate these villages/towns</p> <p>and we really want to work to/and we are eager to work we have a great desire to work</p> <p>we are really keen to</p>	<p>We have lots of desire(s) to work We have much desire to work We are very willing to work We want to work</p> <p>those villages the villages</p>	<p>We look forward to working We have much desire of working We are willing to work We feel like working We have lots of wishes of working We have a lot to gain from working</p> <p>to build these villages</p> <p>this village their towns</p>

## Higher Writing

Task: Directed Writing, addressing 6 bullet points.

- Assessment Process:
- 1 With reference to *Content, Accuracy and Language Resource*, assess the overall quality of the response and allocate it to a pegged 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	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	15	<ul style="list-style-type: none"> <li>• All bullet points are covered fully, in a balanced way, including a number of complex sentences.</li> <li>• Some candidates may also provide additional information.</li> <li>• A wide range of verbs/verb forms, tenses and constructions is used.</li> <li>• Overall this comes over as a competent, well thought-out account of the event which reads naturally.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate handles all aspects of grammar and spelling accurately, although the language may contain some minor errors or even one more serious error.</li> <li>• Where the candidate attempts to use language more appropriate to post-Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate is comfortable with almost all the grammar used and generally uses a different verb or verb form in each sentence.</li> <li>• There is good use of a variety of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order.</li> <li>• The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing.</li> <li>• The language flows well.</li> </ul>
Good	12	<ul style="list-style-type: none"> <li>• All bullet points are addressed, generally quite fully, and some complex sentences may be included.</li> <li>• The response to one bullet point may be thin, although other bullet points are dealt with in some detail.</li> <li>• The candidate uses a reasonable range of verbs/verb forms and other constructions.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate generally handles verbs and other parts of speech accurately but simply.</li> <li>• There may be some errors in spelling, adjective endings and, where relevant, case endings.</li> <li>• Use of accents may be less secure.</li> <li>• Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately.</li> <li>• There may be minor misuse of dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• There may be less variety in the verbs used.</li> <li>• Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate.</li> <li>• In one bullet point the language may be more basic than might otherwise be expected at this level.</li> <li>• Overall the writing will be competent, mainly correct, but pedestrian.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	9	<ul style="list-style-type: none"> <li>• The candidate uses mainly simple, more basic sentences.</li> <li>• The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level.</li> <li>• In some examples, one or two bullet points may be less fully addressed.</li> <li>• In some cases, the content may be similar to that of good or very good examples, but with some serious accuracy issues.</li> </ul>	<ul style="list-style-type: none"> <li>• The verbs are generally correct, but basic.</li> <li>• Tenses may be inconsistent, with present tenses being used at times instead of past tenses.</li> <li>• There are quite a few errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in the use of accents.</li> <li>• Some prepositions may be inaccurate or omitted eg I went the town.</li> <li>• While the language may be reasonably accurate in three or four bullet points, in the remaining two control of the language structure may deteriorate significantly.</li> <li>• Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate copes with the past tense of some verbs.</li> <li>• A limited range of verbs is used to address some of the bullet points.</li> <li>• Candidate relies on a limited range of vocabulary and structures.</li> <li>• When using the perfect tense, the past participle is incorrect or the auxiliary verb is omitted on occasion.</li> <li>• Sentences may be basic and mainly brief.</li> <li>• There is minimal use of adjectives, probably mainly after “is” eg The boss was helpful.</li> <li>• The candidate has a weak knowledge of plurals.</li> <li>• There may be several spelling errors eg reversal of vowel combinations.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Unsatisfactory	6	<ul style="list-style-type: none"> <li>• In some cases the content may be basic.</li> <li>• In other cases there may be little difference in content between Satisfactory and Unsatisfactory.</li> <li>• The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as <i>to be, to have, to play, to watch</i>.</li> <li>• While the language used to address the more predictable bullet points may be accurate, serious errors occur when the candidate attempts to address the less predictable areas.</li> <li>• The Directed Writing may be presented as a single paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to form tenses is inconsistent.</li> <li>• In the use of the perfect tense the auxiliary verb is omitted on a number of occasions.</li> <li>• There may be confusion between the singular and plural form of verbs.</li> <li>• There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order.</li> <li>• Several errors are serious, perhaps showing mother tongue interference.</li> <li>• There may be one sentence which is not intelligible to a sympathetic native speaker.</li> <li>• One area may be very weak.</li> <li>• Overall, there is more incorrect than correct.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate copes mainly only with the predictable language required at the earlier bullet points.</li> <li>• The verbs “was” and “went” may also be used correctly.</li> <li>• There is inconsistency in the use of various expressions, especially verbs.</li> <li>• Sentences are more basic.</li> <li>• An English word may appear in the writing or a word may be omitted.</li> <li>• There may be an example of serious dictionary misuse.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	3	<ul style="list-style-type: none"> <li>• The content and language may be very basic.</li> <li>• However, in many cases the content may be little different from that expected at Unsatisfactory or even at Satisfactory.</li> </ul>	<ul style="list-style-type: none"> <li>• Many of the verbs are incorrect or even omitted.</li> <li>• There are many errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in spelling and word order.</li> <li>• Prepositions are not used correctly.</li> <li>• The language is probably inaccurate throughout the writing.</li> <li>• Some sentences may not be understood by a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate cannot cope with more than one or two basic verbs, frequently “had” and “was”.</li> <li>• The candidate displays almost no knowledge of past tenses of verbs.</li> <li>• Verbs used more than once may be written differently on each occasion.</li> <li>• The candidate has a very limited vocabulary.</li> <li>• Several English or “made-up” words may appear in the writing.</li> <li>• There are examples of serious dictionary misuse.</li> </ul>
Very Poor	0	<ul style="list-style-type: none"> <li>• The content is very basic</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• The candidate has not completed at least three of the core bullet points.</li> </ul>	<ul style="list-style-type: none"> <li>• (Virtually) nothing is correct.</li> <li>• Most of the errors are serious.</li> <li>• Very little is intelligible to a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate copes only with “have” and “am”.</li> <li>• Very few words are correctly written in the foreign language.</li> <li>• English words are used.</li> <li>• There may be several examples of mother tongue interference.</li> <li>• There may be several examples of serious dictionary misuse.</li> </ul>

<b>What if....?</b>	
the candidate only addresses one part of one of the introductory, predictable bullet points?	In such a case the candidate is deemed to have not addressed the bullet points and a 2 mark penalty is made (ie 2 marks are deducted from the final mark awarded). This procedure applies at all categories.
some bullet points fit into one category but others are in the next, lower category?	It is important to look carefully at which bullet points are better addressed.  If the better sections include the more predictable bullet points, the marker is less likely to be generous than if the unpredictable bullet points are of a better quality. If there is a serious decline after the initial bullet points, a lower mark must be awarded.  It is also important to consider the balance of the bullet points. Sometimes a candidate writes twice as much about the opening bullet points – or even bullet points which are not there – than for the four remaining bullet points. In such cases, the lower mark being considered should be awarded.
the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass?	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than wrong, then it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.
the Directed Writing, from the point of view of content, looks as if it belongs in a top category, but where accuracy is concerned, contains some possibly serious grammatical errors in more basic structures as a result of using relatively advanced structures combined with a less than confident knowledge of the more basic structures?	This is a case where the candidate is more adventurous, but less accurate. It is always important to assess what it is the candidate <u>can</u> do, and thus highlight the positive. However, in such cases, it is likely that the candidate will be awarded 9.

[END OF MARKING INSTRUCTIONS]