



**2015 Spanish**

**Advanced Higher – Reading and Translation**

**Finalised Marking Instructions**

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## **Part One: General Marking Principles for Spanish Advanced Higher – Reading and Translation**

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
  
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

## **GENERAL MARKING ADVICE: Spanish Advanced Higher – Reading and Translation**

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

### **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.

<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 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.

### **Detailed Marking Key**

See attached sheets for detailed notes on each question

**Part Two: Marking Instructions for each Question**

Question		Expected Answer(s)	Max Mark	Acceptable	Unacceptable
1.		<ul style="list-style-type: none"> <li>• Tidy/clean up the bath<u>room</u> every time they have a shower</li> <li>• Fold up <u>clean</u> clothes</li> <li>• Put dirty clothes in the washing basket/bag</li> <li>• Do what they are told (right away)</li> </ul>	4	<p>Pick up their things after they have showered</p> <p>Obey and come when they are told</p>	<p>They have to clean/wash take a/run the bath</p> <p>Washing machine</p> <p>Obey and answer</p>
2.	(a)	<ul style="list-style-type: none"> <li>• They want great/big things for their children</li> <li>• But between wanting them and getting/achieving/obtaining them</li> <li>• There is a gap (however expressed)</li> </ul>	3	<p>Few parents don't want ...</p> <p>Desires and achievements</p> <p>There's a difference</p>	<p>dreaming about them</p> <p>stretch</p>
2.	(b)	<ul style="list-style-type: none"> <li>• That their children will achieve more/perform better at school</li> <li>• If, instead of congratulating them on what they have achieved/done,</li> <li>• They remind them of what they still have to do/pending</li> </ul>	3	<p>Be more successful in their studies</p> <p>Work they still have outstanding</p>	<p>Put more into their studies</p> <p>Get more done in their studies</p> <p>They will remember</p>

Question		Expected Answer(s)	Max Mark	Acceptable	Unacceptable
3.		<ul style="list-style-type: none"> <li>For <u>some</u> parents it's mainly pressure to perform well academically</li> <li>But <u>the majority/most</u> are demanding in/strict about everything</li> <li>ie housework, timekeeping/schedules, sport, leisure activities</li> <li>it's just the way they are (made)</li> </ul>	4	Certain parents... Academic field/success In all aspects/across the board hobbies A way of life/being/living It's in their character	in the area /field of academics Demanding in other things Timetable(s) A form of their being
4.		<ul style="list-style-type: none"> <li>Children develop a negative idea of their own ability/abilities</li> <li>Think that they are worthless/useless</li> <li>That everything will turn out badly</li> <li>Their self-esteem will be damaged/harmed</li> <li>They will become frustrated, disconnected/switched off or rebel</li> </ul>	5	Skills/capabilities Aren't useful/will serve no purpose/they are good for nothing Everything will go bad They will harm	Serve for nothing Everything <u>you/they</u> do is bad Ruined/destroyed Become distant/not interested/isolated

Question		Expected Answer(s)	Max Mark	Acceptable	Unacceptable
5.		<ul style="list-style-type: none"> <li>Organising the daily life <u>and</u> education/upbringing of their children</li> <li>Providing/establishing clear rules/guidelines/standards of behaviour/discipline</li> <li>Ensuring children maximise their talents</li> <li>Advising them on their friendships/friends</li> <li>Being there for them/through “thick and thin” (however expressed)</li> </ul> <p style="text-align: right;"><b>(Any 4 from 5)</b></p>	4	Day to day life  Boundaries  Promote to the full/utmost Develop as much as possible  Good and bad times	Assure/reassure  relationships  During the hard times (on its own)

Question	Expected Answer(s)	Max Mark	Acceptable	Unacceptable
6.	<p><b>Expected answers <u>may</u> include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Pressure is good up to a point but has to be balanced with affection, support and understanding of their children’s needs</li> <li>• Some parents exert too much pressure on their children and this can damage relationships</li> <li>• Provides examples of different amounts of pressure exerted on children by parents</li> <li>• Examines/compares the varying consequences of such pressures</li> <li>• Includes views/analysis of experts in this field eg university professor to lend weight to argument</li> <li>• Concludes with view of Silvia Rodríguez to provide balance to argument</li> <li>• Uses direct speech to add authenticity</li> <li>• Includes questions (title/para.1/para.5) to encourage reader to think about the issue</li> </ul>	7		

Question	Expected Answer(s)	Max Mark	Acceptable	Unacceptable
6.	<p><b>(cont)</b></p> <ul style="list-style-type: none"> <li>• Uses lists/repetition/punctuation to emphasise amount of pressure on both parents and children <ul style="list-style-type: none"> <li>○ Paragraph 1 “obedientes ... perfectos”</li> <li>○ Paragraph 2 “si el niño saca un ocho .... le reclaman un diez”</li> <li>○ Paragraph 2 “hay que recoger el baño .. cuando le llaman” (suggestive of the nagging parent)</li> <li>○ Paragraph 2 “Hay que, hay que .. “ to suggest that the list goes on and on</li> </ul> </li> <li>• Selects language that illustrates different degrees of pressure eg perfectos/aprietan/obediencia a ciegas/una bronca/inflexibles etc. (suggesting high degree of pressure) Comunicación abierta/muestras de cariño/colchón afectivo/contemplan las necesidades e inquietudes etc. (suggesting support and love)</li> <li>• Ends article on a positive note and provides advice for parents</li> </ul>			



### **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>
<b>7</b> <b>OR</b> <b>5</b>	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.
<b>3</b> <b>OR</b> <b>1</b>	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.
<b>0</b>	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**

**7. Translate into English: “Ignacio Hervás ... dejar de quererle” (lines 80–91)**

**UNIT 1**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>Ignacio Hervás, catedrático de la Universidad de Zaragoza, está de acuerdo.</b>	Ignacio Hervás, (a) <u>professor</u> at/of the University of Zaragoza, agrees/agrees with this/is in agreement		Has an agreement

**UNIT 2**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>“El nivel de exigencia puede ser alto,</b>	“The amount of pressure can be great,	The level of demand can be high	higher

**UNIT 3**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>pero si va acompañado de una buena comunicación,</b>	but if it is accompanied by good communication,	Goes accompanied by Accompanied with Going to be accompanied by <u>a</u> good communication	Goes to accompany

**UNIT 4**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>de muestras de cariño</b>	by displays/signs/indications/ demonstrations of affection  by <u>a</u> display of etc  love (if not repeated in sense unit 5)	Care/caring  Tokens of affection  Shows	It indicates  You display

**UNIT 5**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>y un buen colchón afectivo,</b>	(and lots of) emotional support  (lots of) love and support	(good) emotional protection  (good) family/parental support	Affective/effective  Mattress/cushion/buffer/base

**UNIT 6**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>entonces si el niño no consigue el objetivo,</b>	Then/so if the child doesn't achieve the objective	Goal/aim  Obtain/attain/reach  Won't achieve the objective	Omission of "if"

**UNIT 7**

TEXT	Accept (2)	(1)	Reject (0)
<b>no pensará que esto vaya a dañar las relaciones con sus padres.</b>	<p>He/she/they will not think that <u>this</u> will/would/may/could damage (their) relations with his/her/their parents.</p> <p>Going to damage</p> <p>Relationship</p> <p>Will be harmed</p>	<p>relationships</p> <p>don't think</p>	<p>I (wrong personal pronoun)</p> <p>It will not think</p>

**UNIT 8**

TEXT	Accept (2)	(1)	Reject (0)
<b>Es posible que puedan echarle una bronca</b>	<p>He/she/they might get a row/told off</p> <p>They could/would give him/her/them a row/telling off</p>	<p>could get into trouble</p> <p>they could/might have a row</p>	<p>Throw up a fuss/throw a tantrum</p> <p>Start a row/cause an argument</p>

**UNIT 9**

TEXT	Accept (2)	(1)	Reject (0)
<b>pero eso no quiere decir necesariamente</b>	but <u>that</u> doesn't necessarily mean  <u>that</u> doesn't mean (to say) necessarily  <u>that</u> is not necessarily to say	This/it  That is not necessarily true	Omission of "necessarily"  Don't want to say

**UNIT 10**

TEXT	Accept (2)	(1)	Reject (0)
<b>que vayan a dejar de quererle.</b>	that they <u>are going to stop/will</u> stop loving him/her/them.	That they stop loving him/her/them  Loving you  Going to stop their love	Going to give up loving you  Stop wanting it

[END OF MARKING INSTRUCTIONS]



**2015 Spanish**

**Advanced Higher**  
**Listening and Discursive Writing**

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## **Part One: General Marking Principles for Spanish Advanced Higher – Listening and Discursive Writing**

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- Section I – Listening**
- Section II – Discursive Writing**



## Part Two: Marking Instructions for each Question

### Part A

Question			Expected Answer(s)	Max Mark	Acceptable	Unacceptable
1.			<ul style="list-style-type: none"> <li>A dream for the majority of women</li> </ul>	1	Most women	Many/all women
2.			<ul style="list-style-type: none"> <li>More men than women <u>were</u> unemployed/jobless</li> <li>(Now) more women unemployed/situation reversed</li> </ul>	2	More unemployed women than men	More men than women <u>are</u> unemployed
3.	(a)		<ul style="list-style-type: none"> <li>A quarter of unemployed women (in Europe) are Spanish</li> <li>This figure has (more than) doubled in (the last) 5 years</li> </ul>	2	Fourth/one out of four Twice what it has been	A quarter of Spanish women are unemployed
3.	(b)		<ul style="list-style-type: none"> <li>It is a social change</li> <li>Women are having their first child later/delaying having children (however expressed)</li> </ul>	2	Change in society	
4.			<ul style="list-style-type: none"> <li>It has the highest/oldest maternity age <u>in Europe</u></li> <li>32 years old (on average)</li> </ul>	2		maternity/birth rate higher 32 and a half
5.			<ul style="list-style-type: none"> <li>Improve/make better nursery/childcare provision</li> </ul>	1	more nurseries/nursery services	

**Part B**

Question		Expected Answer(s)	Max Mark	Acceptable	Unacceptable
1.		<ul style="list-style-type: none"> <li>They don't want to accept consequences <u>and</u> responsibilities (of equality)</li> </ul>	1		Don't understand challenges
2.	(a)	<ul style="list-style-type: none"> <li>It has (still) not been achieved/reached</li> <li>It is (a) controversial (topic)</li> </ul>	2	contentious	political
2.	(b)	<ul style="list-style-type: none"> <li>50% reduction in births/birth rate has crashed</li> <li>In the last/past 40 years</li> </ul>	2	50% fewer births plummeted	Reduced/decreased without 50%
3.	(a)	<ul style="list-style-type: none"> <li>If it wasn't for young people who have come to Spain</li> <li>You would see more of an ageing population</li> </ul>	2		
3.	(b)	<ul style="list-style-type: none"> <li>(Almost/about) half of children born (in Spain)</li> <li>Are from foreign couples/have foreign parents</li> </ul>	2	50% Don't have Spanish parents From immigrant parents	The majority/most Foreign mothers

Question		Expected Answer(s)	Max Mark	Acceptable	Unacceptable
4.		<ul style="list-style-type: none"> <li>• They do badly/low paid jobs</li> <li>• They do jobs which <u>Spanish</u> (women) don't want to do</li> <li>• They work as domestics/maids/cleaners</li> <li>• And look after/care for old people/the elderly <u>and</u> children</li> </ul> <p style="text-align: right;"><b>(Any 3 from 4)</b></p>	3	Do domestic service	Low skilled  Cleaning industry housewives
5.		<ul style="list-style-type: none"> <li>• Traditional housewives no longer exist</li> <li>• (Lots of) women have achieved professional success</li> <li>• Women get/have a university degree/qualifications</li> </ul>	3	women have become professionals/have a career	Traditional roles have changed  Women go to university University titles
6.		<ul style="list-style-type: none"> <li>• They feel obliged/have to juggle/combine</li> <li>• Work, childcare <u>and</u> housework (all 3 required for 1 mark)</li> </ul>	2	Do it all <u>at the same time</u>  Children	

Question		Expected Answer(s)	Max Mark	Acceptable	Unacceptable
7.		<ul style="list-style-type: none"> <li>• (Demand/ask for more) flexibility at work</li> <li>• Get/ask for a <u>reduced</u> working day/hours</li> <li>• Should not work overtime</li> <li>• Get/have same school holidays as children</li> </ul> <p style="text-align: right;"><b>(Any 3 from 4)</b></p>	<b>3</b>	<p>Flexible working hours</p> <p>Not work extra hours</p> <p>Take time off work when kids off school</p>	Changing their hours

## Section II – Discursive Writing

### Notes on procedure

- 1 There are **40 marks** awarded to the Discursive Writing section.
- 2 The mark should be awarded on the basis of your general evaluation of the essay **based on the Pegged Mark Descriptors on the following page.**
- 3 **Credit**, indicated by a tick where appropriate, should be given for anything good, and may be gained, for example, by a good use of idiom, a well-handled syntactical construction, variety of constructions; a well-organised plan, well-constructed paragraphs, appropriate use of varied register, the sophistication of ideas expressed.  
  
Ticks should not be formally totalled. Instead, they will support a general impression, again based on the Pegged Mark Descriptors.  
  
You may wish to **underline** errors, again, in order to enhance the overall impression of the candidate's performance.
- 4 Poor handwriting, spelling and punctuation may be self-penalising
- 5 The mark awarded should be entered in the **outer right-hand margin** at the end of the question, and then added to the mark for Section I. The resulting total must be entered in the space provided on the outside front cover of the script and transferred to the Mark Sheet.

## AH Discursive Writing

Categories	Criteria	Pegged marks
Very Good	The language is characterised by a high degree of accuracy and/or may show some flair. Uses a good range of structures and vocabulary appropriate to Advanced Higher with few, if any, errors of spelling and/or punctuation. The essay is well structured and all aspects are relevant to the title.	40
Good	The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher. Contains a reasonable range of vocabulary and structures appropriate to the level. There are few errors in spelling and/or punctuation. The essay has an adequate sense of structure and most aspects are relevant to the title.	32
Satisfactory	Sufficient control of structures appropriate to Advanced Higher to convey meaning clearly. Contains a reasonable range of vocabulary and some complex sentences. Spelling and punctuation are generally correct. The essay has some sense of structure and most aspects have some relevance to the title. Performance may be uneven, but the good outweighs the bad.	24
Unsatisfactory	The language is insufficiently accurate to convey meaning clearly and consistently. Very limited range of vocabulary and/or structures appropriate to Advanced Higher. Inappropriate use of learned material, and possibly some unidiomatic translation from English. The essay may be lacking in structure and less than half of the aspects have any relevance to the title.	16
Poor	The language contains frequent basic errors and/or other tongue interference which seriously impede communication. The essay may be unstructured and few aspects are relevant to the title.	8
Very Poor	No redeeming features.	0

[END OF MARKING INSTRUCTIONS]