



**2012 Spanish**

**Advanced Higher – Reading and Translation**

**Finalised Marking Instructions**

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## **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 you 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 writer illustrate the extent to which immigration has had an impact on Argentina and other Latin American countries?</b></p>	<p><b>4 marks</b></p>		
<ul style="list-style-type: none"> <li>• at the end of the 19<sup>th</sup> Century and the beginning of the 20<sup>th</sup> Century</li> </ul>			
<ul style="list-style-type: none"> <li>• immigration transformed Argentina <u>completely</u></li> </ul>		Immigrants	Countries Immigration was extreme
<ul style="list-style-type: none"> <li>• there are also Italian communities in Venezuela, Croatian in Bolivia, Japanese in Peru</li> </ul>			
<ul style="list-style-type: none"> <li>• <u>contribution/impact</u> of immigrants to be found</li> </ul>			Abundance of immigrants Contribution towards immigrants
<ul style="list-style-type: none"> <li>• in politics, business, art, sport and gastronomy (all required)</li> </ul>	Food	Health	
<p><b>(Any 4 from 5)</b></p>		Management	

Questions/Acceptable answers	2 marks	Acceptable/Markers' Notes	Unacceptable answers
<p>2. (a) <b>What changes have taken place in recent decades in Latin America?</b></p>		<p>No longer Centre of immigration Stopped attracting immigrants</p>	
<ul style="list-style-type: none"> <li>Latin America stopped being an (important) focus/centre of attraction for immigrants</li> </ul>			
<ul style="list-style-type: none"> <li>and became a region whose people were prepared to emigrate to other places/areas/countries</li> </ul>			Latitudes
<p>(b) <b>What difficulties have been encountered by many countries?</b></p>	3 marks		
<ul style="list-style-type: none"> <li>creating (sources of) work/jobs/employment</li> </ul>		Unable to provide work	Strong jobs
<ul style="list-style-type: none"> <li>which could provide development and growth opportunities</li> </ul>		Capable of offering ...	
<ul style="list-style-type: none"> <li>political projects have failed – (both capitalist and of the left)</li> </ul>		Been unsuccessful	Political movements/ plans Broken down

Questions/Acceptable answers	3 marks	Acceptable/Markers' Notes	Unacceptable answers
<p>3. Which different patterns of emigration exist among Latin Americans?</p>			
<ul style="list-style-type: none"> <li>emigration within their own/same country/nation</li> </ul>			
<ul style="list-style-type: none"> <li>emigration from one country to another (with)in <u>the (same) continent/ Latin America</u></li> </ul>			On the continent
<ul style="list-style-type: none"> <li>emigration to Spain and the USA</li> </ul>			To another continent

Questions/Acceptable answers	Acceptable/Markers' Notes	Unacceptable answers
<p>4. (a) According to analysts, what are the negative aspects of emigration on the Latin American continent?</p>	2 marks	
<ul style="list-style-type: none"> <li>• <u>brain drain</u> [however expressed] of engineers, intellectuals and academics</li>   <li>• and skilled worker like plumbers, bricklayers, electricians</li>   <li>• people <u>without work/jobs</u> prepared/looking to make a life for themselves elsewhere</li> </ul>	<p>Qualified labourers / workforce</p> <p>Builders</p> <p>Life in another place</p> <p>Pursue/look for a life elsewhere</p> <p>Find a living</p>	
<p><b>(Any 2 from 3)</b></p>		

Questions/Acceptable answers	Acceptable/Markers' Notes	Unacceptable answers
<p><b>(b) Why might politicians and economists disagree? 4 marks</b></p> <ul style="list-style-type: none"> <li>• they find something positive in emigration</li> <li>• money sent from Spain and USA to Latin America</li> <li>• main/principal source of foreign exchange/currency in some countries</li> <li>• sustains/supports <u>families/family</u> economies/budgets</li> <li>• supports/provides economic stability</li> </ul> <p style="text-align: right;"><b>(Any 4 from 5)</b></p>	Households	<p>Money Strongest foreign exchange</p> <p>Familiar</p>



Questions/Acceptable answers	Acceptable/Markers' Notes	Unacceptable answers	
<p>5. Describe the cultural contribution made by Latin Americans in their new countries.</p>	<p>5 marks</p>		
<ul style="list-style-type: none"> <li>• artistic, intellectual and scientific</li> </ul>			
<ul style="list-style-type: none"> <li>• Spanish language has established itself in the USA</li> </ul>			
<ul style="list-style-type: none"> <li>• should be seen as a triumph</li> </ul>			
<ul style="list-style-type: none"> <li>• <u>great/important/successful</u> sportsmen/women, writers and scientists living abroad</li> </ul>		<p>Out of / outside the continent</p>	<p>A lot of Famous Popular</p>
<ul style="list-style-type: none"> <li>• contribute to a more positive self-image / Latin American image</li> </ul>		<p>Make Latin Americans have a more positive image</p>	<p>Impression</p>

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

**“Lo suyo es una utopía.” From your understanding of the text, to what extent does the writer portray emigration as an ideal solution for Latin Americans? Support your answer with detailed reference to the text. 7 marks**

**Ideal – could mention:**

The sheer number of people who emigrate/the varied types of emigration imply that it is a positive experience.

By emigrating, they are able to take advantage of work opportunities (eg skilled workers).

Can therefore send money back home which is good for families and local economies.

Make a valuable cultural contribution to their adopted country (eg artistic, intellectual, scientific...)

Spanish language has established itself in USA.

Latin Americans can overcome challenges of living abroad.

High profile people (academics, film directors etc) contributing to positive self-image of Latin America.

Happiness, re-invention, hope for the future, flexibility  
Celebrate/enjoy their native land while abroad.

People able to combine two lives/can enjoy the best of both worlds.

**Not ideal – could mention:**

Some people incapable of settling down permanently.

Brain drain of professionals/academics.

Fewer skilled workers left behind.

Negative impact of this on local economies.

Instability caused by having to lead two separate lives/compartmentalise their lives between two countries.

Have to leave their families and friends behind.

Feeling of guilt at abandoning loved ones/country.

Hard work/pain/loneliness/homesickness experienced by those who emigrate.

### **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:**

“Muchos latinoamericanos ...para la creatividad.” (lines 78-87)

UNIT 1

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
Muchos latinoamericanos que viven lejos se han establecido	Many Latin Americans who/that live far away have settled	(have) established themselves / become established  Settled down	

UNIT 2

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
en otros países y defienden otras banderas;	in other countries and (they) defend other flags;	Into other countries  Another flag  Support/champion other flags	Defended  Defined  Supported

UNIT 3

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
otros continúan con un pie en su nuevo país	others continue with one foot in their new country	A foot A new country	

UNIT 4

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
y otro en el que dejaron,	and the other in the one they (have) left (behind), the country they left	Another Abandoned	In which they have left In what they left The other one which remained Where they came from Remains where they are from

UNIT 5

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
incapaces de afincarse definitivamente	incapable of settling permanently/permanently settling  unable to settle	Settling down  Definitively	Definitely  Incompetent

UNIT 6

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
o de regresar al lugar que añoran.	or (of) returning to the place they miss / long for / yearn for  are missing  the place for which they long		To the place they left

UNIT 7

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
Lo suyo es una utopía: vivir dos vidas a la vez,	Theirs is a utopia: living two lives at once / at a time	An Utopia	Your own way is a Utopia It is one's Utopia What it is is a Utopia It's like their/his Utopia What is the Utopia Their ideal solution

UNIT 8

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
estar allá y aquí al mismo tiempo.	being/living/to be/to live there and here/here and there at the same time.		

UNIT 9

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
Esa inestabilidad quizá no sea buena para el día a día,	That instability is perhaps not good on a day-to-day basis,  Perhaps wouldn't be good  For everyday life	This instability  From (the) day to day  For day to day  Day in day out	It is unstable  Won't/can be good  This idea

UNIT 10

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
pero lo es para la creatividad.	but it is (good) for creativity.	The creativity	The creative  It is creative  It is for the creative  But the creativity is what it is for

[END OF MARKING INSTRUCTIONS]