



2014 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.

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.

Part Two: Marking Instructions for each Question

Question	Expected Answer(s)	Max Mark	Acceptable	Unacceptable
1.	<ul style="list-style-type: none"> • The increase in the international market of electronic goods • And the reduction in the useful (shelf) life of (many of) these products • Has caused a <u>huge</u> growth in electronic waste • The United Nations estimate that between 20 and 50 million <u>tons</u> of waste • Are produced each year around the world. 	5	Rise/expansion Useable life Lifespan/life cycle Rapid/great growth Unwanted electronics Of unwanted electronic goods	Electrical Good electronics Life time Giddy/dizzy Electronic residue One year
2.	<ul style="list-style-type: none"> • You can find there batteries from old computers • Broken/damaged washing machines <u>and</u> rusty fridges • Most of them come from Europe • The old rubbish mixes with the new • Which is <u>more and more</u> dangerous and poisonous <p style="text-align: right;">(Any 4 from 5)</p>	4	rusted The majority Increasingly Contaminating/polluting	Piles/heaps/stacks freezers Provided by Europe Old bins Each time pollutant

Question		Expected Answer(s)	Max Mark	Acceptable	Unacceptable
3.		<ul style="list-style-type: none"> • They have no training or technical resources • To stop dangerous chemicals <u>getting into</u> the river(s) or the air • When recyclable components are separated from non-recyclable • Constant burning of PVC plastic(s) • Has enormously/seriously reduced air quality (in Accra and nearby) <p style="text-align: right;">(Any 4 from 5)</p>	4	Avoid atmosphere	<p>They don't count with Cannot rely on Formation/form Technological Technical knowledge</p> <p>Get rid of recycled destroyed</p>
4.		<ul style="list-style-type: none"> • They are exposed to toxic fumes/smoke • They are not aware of the danger of what they are handling • They are stripping down the machines to extract copper, lead, etc • Dangerous chemicals, proven to be carcinogenic (are being released when materials are burned) <p style="text-align: right;">(Any 3 from 4)</p>	3	<p>Surrounded by There are toxic fumes</p> <p>Dismantle/take apart/rip apart the appliances/devices</p> <p>Cause cancer</p>	<p>Mangle apparatus electronics</p> <p>Cause carcinogenic</p>

Question		Expected Answer(s)	Max Mark	Acceptable	Unacceptable
5.	(a)	<ul style="list-style-type: none"> The African country/Ghana does not have the technical capacity/skill To evaluate the <u>condition</u> of the equipment (which arrives there) Sometimes devices/equipment which just need a cable/simple software Are sent <u>directly to the rubbish tip</u> in Agbogbloshie. <p style="text-align: right;">(Any 3 from 4)</p>	3	Ability/competence/ expertise products appliances	African countries Technological training apparatus
5	(b)	<ul style="list-style-type: none"> (Consumer) objects are designed and produced with a relatively short lifespan To encourage people to buy more 	2	Short life Short lifetime To last a short time With the incentive of... To incentivise	Objects of/for consumption Short using life To incentive
5.	(c)	<ul style="list-style-type: none"> There are terrible consequences for the environment It generates tons of waste (unnecessarily) 	2		

Question	Expected Answer(s)	Max Mark	Acceptable	Unacceptable
6.	<p>Possible responses</p> <ul style="list-style-type: none"> • Writer paints an extremely negative picture of this practice • It is not transfer of goods but rather the creation of rubbish tips ie “goods” have become waste • Writer exposes the hypocrisy behind the “donations” made by European countries • He/she explains in detail the negative impact on African communities, eg health and environmental consequences • He/she uses powerful images of young people/teenagers in danger to evoke sympathy of reader • He/she mentions that the majority (75%) of equipment is not reusable anyway • He/she makes only passing reference to positive aspects ie helping countries to bridge the digital gap • Writer concludes on a pessimistic note and issues a stark warning about future of planet • Writer asks a rhetorical question near the beginning to persuade reader to think of consequences of the disposal of electronic waste • Writer’s use of inverted commas eg “donados” is indicative of ironic tone • His/her listing of negative adjectives/images paints a bleak picture • Eg “estropeadas” “oxidadas”, etc as does use of emotive/extreme language like “cínica” and “devastadora”. 	7		

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.

Pegged Marks	Criteria
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

7. Translate into English: “No sólo los países donde . . . y los contaminados.” (lines 105-118)

UNIT 1

TEXT	Accept (2)	(1)	Reject (0)
<p>No sólo los países donde se consumen estos artículos electrónicos</p>	<p>(it is) not only (the) countries where these electronic goods are used,</p>	<p>Where they use That use This/the/those electronic goods Electrical/electronics Articles/items/devices/ equipment</p>	<p>They consume Consumed Consumers Waste Have used</p>

UNIT 2

TEXT	Accept (2)	(1)	Reject (0)
<p>sino también las empresas que los producen,</p>	<p>but also (the) firms/companies/businesses that produce/make/manufacture them</p> <p>where they are produced</p>	<p>That produce it It is also the companies that produce them (omission of “them”= -1) Business enterprises</p>	<p>Without That they produce</p>

UNIT 3

TEXT	Accept (2)	(1)	Reject (0)
<p>deberían asumir la responsabilidad por los efectos negativos de esta práctica empresarial</p>	<p>ought to/should assume/take (on)/accept/shoulder (the) responsibility for the negative/harmful effects of this business practice</p> <p>should have to take</p>	<p>Inclusion of “they” Would/will have to/have to/must Take up Responsibilities Responsibility <u>of</u> These business practices The business practice The effect Affect</p>	<p>Should have/would have taken Omission of “business” sector Responsibilities from Managerial practice Company practice Practical business</p>

UNIT 4

TEXT	Accept (2)	(1)	Reject (0)
y adelantar programas efectivos de reciclaje.	and bring forward/progress effective recycling programmes/ programmes for/of recycling schemes/measures	Forward Put/push/take/move forward Put in place advance Effective recycle programmes plans	Improve/create/adopt/develop/ introduce/Speed up/ promote/overtake/set up/push for Programmes of effective recycling plans

UNIT 5

TEXT	Accept (2)	(1)	Reject (0)
Esto impediría que los países más ricos y poderosos	This would prevent/stop the richest and most powerful countries	Will/should/could Impede/obstruct/avoid/hinder Omission of superlative	Obstruction May prevent

UNIT 6

TEXT	Accept (2)	(1)	Reject (0)
explotaran la escasa legislación de los países más pobres,	(from) exploiting the scant/minimal/scarce/limited/meagre legislation in/of the poorest countries,	Poor/thin/weak legislation Limited/few laws Lack of Poorer/more poorer	Will exploit Thin/scarce laws Small legislation Legislation shortage Legalisation

UNIT 7

TEXT	Accept (2)	(1)	Reject (0)
situación que los convierte en 'países basurero'.	(a situation) which turns/transforms/changes/is turning, etc them into 'rubbish/garbage/rubbish dump/refuse/waste countries'.	Situation (without a) The situation A position Makes them Converting Converts them into	Situations like Use of any incorrect tense

UNIT 8

TEXT	Accept (2)	(1)	Reject (0)
Las 'donaciones de buena voluntad'	(The) 'good will donations' (The) "donations of good will"	donation From/in/out of good will Good wills Good willed	Will power Voluntary gifts Good wishes Good hearted

UNIT 9

TEXT	Accept (2)	(1)	Reject (0)
tienen como objetivo acortar la brecha digital	aim to reduce/narrow the digital gap/divide have the intention of decreasing the digital gap	Omission of aim Has/have the objective/aim An objective Shorten Cut short Closing the gap	Should have as an objective Since/such as Objection cut breach digit

UNIT 10

TEXT	Accept (2)	(1)	Reject (0)
entre los países contaminantes y los contaminados.	Between the countries which contaminate/pollute and those which are contaminated/polluted. Contaminated/polluted and contaminating/polluting	Already contaminated	Pollutant/contaminant countries

[END OF MARKING INSTRUCTIONS]



2014 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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GENERAL MARKING ADVICE: Spanish Advanced Higher Listening and Discursive Writing

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Section I – Listening
Section II – Discursive Writing
envelope.

Part Two: Marking Instructions for each Question

Part A

Question		Expected Answer(s)	Max Mark	Acceptable	Unacceptable
1.		<ul style="list-style-type: none"> Medical care/attention/assistance will be no longer/not be <u>free</u> 	1	Health care Health provision Will have to pay for medical care	Will <u>not all</u> be given free health care Limited medical attention No longer entitled to medical care
2.		<ul style="list-style-type: none"> Urgent/emergency cases/situations Pregnant women Children/minors 	3		Severe/extreme/serious cases Elderly Minorities Minor age Infants Younger generation
3.		<ul style="list-style-type: none"> Save 500 million (euros) <u>annually/per year</u> To guarantee sustainability of NHS 	2		Raise Gain

Question			Expected Answer(s)	Max Mark	Acceptable	Unacceptable
4.			<ul style="list-style-type: none"> It is limited/restricted Sweden <u>and</u> Austria provide no medical care 	2		Switzerland/Australia Limited medical care
5.			<ul style="list-style-type: none"> Contain/control/limit/regulate health costs Discourage illegal immigration 	2	Stop attracting Dissuade/deter	Save money Sanitary costs Reduce/lower/decrease costs

Part B

Question		Expected Answer(s)	Max Mark	Acceptable	Unacceptable
1.		<ul style="list-style-type: none"> • (Massive) unemployment • Destruction/collapse of industry/industries • Bad/poor state of <u>public</u> finance/funds • (Growing) poverty • (Widespread) crime <p style="text-align: right;">(Any 3 from 5)</p>	3	Industrial destruction	Misuse/Bad use/failure of public finance Poor state of economy Financial/economic crisis/worries/difficulties Delinquency
2.		<ul style="list-style-type: none"> • Anyone/everyone/all people • Irrespective/independent of nationality, race, sex/gender, or social/economic condition <p style="text-align: right;">(Mention 3 for 1 point)</p>	2		Depending on...

Question		Expected Answer(s)	Max Mark	Acceptable	Unacceptable
3.		<ul style="list-style-type: none"> That <u>illegal</u> immigrants get it <u>free</u> /get medical care <u>free</u> While <u>Spanish</u> people/we have to/must pay 	2	Rest of Spain pays	
4.	(a)	<ul style="list-style-type: none"> (about) 1,800 	1		
4.	(b)	<ul style="list-style-type: none"> If <u>infectious</u> diseases are not treated More people will become infected/the problem will spread/get worse 	2	If you are infected and not treated	contaminated
5.	(a)	<ul style="list-style-type: none"> Take out/pay for <u>private</u> medical insurance Of 710 euros <u>per year</u> 	2	Get/apply for private health care/health insurance	Private medical
5.	(b)	<ul style="list-style-type: none"> It should be paid by their embassies/countries of origin 	1	Home countries	Go back to country of origin
6.		<ul style="list-style-type: none"> high unemployment There are (currently) 6 million unemployed 	2	Too much unemployment	

Question		Expected Answer(s)	Max Mark	Acceptable	Unacceptable
7.		<ul style="list-style-type: none"> By buying any kind of product (or by buying food, cigarettes, alcohol, clothing-minimum of 3 for 1 point) They are paying VAT 	2	Spend money on...	Sell Contribute to public system IVA
8.		<ul style="list-style-type: none"> If a person is (lying) <u>bleeding</u> in the street Instead of being given help He/she is <u>asked for</u> their passport 	3	Will not get help Need to show/check their passport	

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]