



National
Qualifications
2018

2018 Spanish
Advanced Higher
Reading and Translation
Finalised Marking Instructions

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General marking principles for Advanced Higher Spanish Reading

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 detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) Award a mark to each answer. Marks are not transferable between questions.
- (d) The marks available in this paper are as follows:
 - (i) The first set of questions (worth 23 marks) in Section 1 requires candidates to provide answers based on comprehension of information from the text. The marks available for each question generally range between 1-4 marks.
 - (ii) The last question in Section 1 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 7 marks available for full reference to the text and detailed comment. Pegged marks of 5/3/1 are given for degrees of reference to the text and comment. 0 marks will be given where candidates show little or no inferential skills or understanding of the overall purpose of the text.
 - (iii) Section 2 is the translation question (worth 20 marks). For this question candidates must translate the underlined section of the text. The section for translation will be divided into 10 sense units. For each sense unit, 2, 1 or 0 marks will be awarded: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (e) We use the term 'or any other acceptable answer' to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.

Detailed marking instructions for each question

Section 1 - Reading

Question	Expected answer(s)	Max mark	Unacceptable answers
1.	<ul style="list-style-type: none"> • The political model/system prevents young people from seeing/visualising/imagining/glimpsing any future (for themselves) • The authorities do not recognise/reject intellectual merit/worth/potential/value • (The authorities) make social mobility/promotion/rise/advancement difficult/make it difficult to raise your social position • They believe that poverty is a virtue 	4	<p>Political climate</p> <p>Deny Intellectual achievement</p> <p>Obstruct/complicate social mobility</p>
2.	<ul style="list-style-type: none"> • (Fear of) being kidnapped/abducted • Dying (as a result of a) being attacked in the street/being mugged • Not having access/getting to medicines for a chronic illness • Losing your business due to a lack of supplies/resources 	4	<p>Street fight</p> <p>Chronical/severe Affording medicines Access to treatment</p> <p>Before the lack Suppliers Losing your job/enterprise Losing business</p>

Question		Expected answer(s)	Max mark	Unacceptable answers
3.		<ul style="list-style-type: none"> • Because it (is a nation which) has (openly) promoted the intake/admission/entry of foreign people/foreign admissions • It is where different/diverse types of races, cultures and traditions <u>mix together/intermingle/are interspersed</u> • It is (situated) close to Latin America • It is (easily) accessible/allows accessible travel in case they need/have to get back home 	4	Income/integration (instead of intake) Open-mindedness Accessible mobilisation/mobility/movement Accessible transportation
4.		<ul style="list-style-type: none"> • It began in the 80s with the political and economic crisis • It increased when president Hugo Chávez came to power/office • He ordered the sacking/dismissal of 24,000 of the technical and scientific elite (from several oil and energy companies) 	3	80 years ago Arrival of Hugo Chávez Arrival of HC in the office Redundancies Technicians
5.	(a)	<ul style="list-style-type: none"> • They wanted to escape the atrocities of the Second World War • (It) offered them refuge 	2	Refugees Shelter
	(b)	<ul style="list-style-type: none"> • They fled/were fleeing/escaped (from) the dictatorship(s)/dictator(s) of the 70s • They wanted an <u>improved/better</u> financial/economic <u>and</u> safer/more secure/stable future 	2	Dictation instead of dictatorship

Question	Expected answer(s)	Max mark	Unacceptable answers
6.	<ul style="list-style-type: none"> • Recognise that mobility on a worldwide/international scale/level is an inescapable/unavoidable reality • Make the most/take advantage of qualified people who are abroad/have moved away/are away/outside of the country • Encourage/motivate them/provide an incentive to work on national projects • Encourage them to help (with the) transfer of knowledge to Latin America 	4	<p>...who are outside (on its own)</p> <p>International projects</p> <p>Transfer of Latin American knowledge</p>

Question	Expected answer(s)	Max mark	Additional guidance									
7.	<ul style="list-style-type: none"> • <u>Overall purpose</u> <ul style="list-style-type: none"> – The purpose of the writer is to examine the impact of skilled professionals leaving their countries of origin in Latin America. • <u>Points made</u> Possible answers include: <ul style="list-style-type: none"> – He considers the reasons as to why this emigration is taking place – He outlines the reasons why they want to leave – Makes the point that countries like Peru and Chile, in recent years, have been keeping their talented people – Comes up with a suggestion in the last paragraph as to how Latin America can get its skilled intellectuals back to the region – He offers suggestions on how this trend could be reversed – Ends on a positive note, suggesting that there are ways for Latin America to view perceived problems as opportunities • <u>Language/Techniques used</u> Possible answers include: <ul style="list-style-type: none"> – Title of passage is framed as a question to invite the reader to consider the <u>reasons</u> for skilled workers leaving Latin America – Uses quotations from experts to substantiate and add authenticity/lend weight to his arguments – He uses historical/political facts like Second World War/ dictatorships/Hugo Chávez to reinforce what he is saying – He uses statistics to highlight increasing numbers leaving Latin America and to add weight to his line of reasoning – He uses the word ‘invadida’ to emphasise the high number of requests in Venezuela from students wanting to work abroad – Careful choice of forceful language like ‘un nivel alarmante’ (line 3) and ‘una pérdida dramática de capital humano’ (line 48) etc – Repetition of phrases like ‘fuga de cerebros/de talentos’ to emphasise idea that skilled people are leaving their countries to reinforce the consequences of losing such talent 	7	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1346 315 1478 380" style="width: 15%;">Pegged marks</th> <th data-bbox="1482 315 1957 380">Criteria</th> </tr> </thead> <tbody> <tr> <td data-bbox="1346 383 1478 721" style="text-align: center; vertical-align: middle;">7 OR 5</td> <td data-bbox="1482 383 1957 721">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 Expected answer(s) column, or any other equally appropriate response.</td> </tr> <tr> <td data-bbox="1346 724 1478 997" style="text-align: center; vertical-align: middle;">3 OR 1</td> <td data-bbox="1482 724 1957 997">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.</td> </tr> <tr> <td data-bbox="1346 1000 1478 1159" style="text-align: center; vertical-align: middle;">0</td> <td data-bbox="1482 1000 1957 1159">The candidate’s answer simply provides information to be found in the text with no attempt to draw inferences.</td> </tr> </tbody> </table>		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 Expected answer(s) column, or any other equally appropriate response.	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.
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Section 2 - Translation

Question	Expected answer(s)	Max mark	Additional guidance
8.	<p>Translate the underlined section into English: (lines 27-33)</p> <p><i>La fuga de cerebros... económico y científico.</i></p>	20	<p>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.</p> <p>2 - Good: Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.</p> <p>1 - Satisfactory: 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.</p> <p>0 - Unsatisfactory: The candidate fails to demonstrate sufficient understanding of the essential information.</p>

Text	Good 2 marks	Satisfactory 1 mark	Unsatisfactory 0 marks
<u>Unit 1</u> <i>La fuga de cerebros ha aumentado</i>	The brain drain has increased	The loss of great minds	The flight/elopement of brains/brainy people The fugue of intelligence
<u>Unit 2</u> <i>a medida que se han intensificado la polarización política y los problemas económicos.</i>	as/while political polarisation and economic problems have intensified.	As <u>the</u> political polarisation At the same time as	Any reference to size/measure To the extent that As a result
<u>Unit 3</u> <i>Un informe reciente indica que uno de cada diez venezolanos</i>	A/one recent report/study shows/indicates/demonstrates that one in (every) ten Venezuelans		Survey/statement Wrong tense eg showed/indicated etc
<u>Unit 4</u> <i>está buscando información sobre cómo abandonar su país.</i>	is looking/searching <u>for</u> information on/about <u>how</u> to leave his/her country.	Looking at information	Finding information
<u>Unit 5</u> <i>La mayoría se dirige a los Estados Unidos;</i>	The majority/most of them head for/towards/to the United States;	Go to	Any reference to direct Aim for Look towards
<u>Unit 6</u> <i>le sigue Europa y otros países de América Latina, sobre todo Colombia,</i>	(this is) followed by/then Europe and other Latin American countries/countries of/in Latin/South America, especially/above all Colombia,		They follow Europe

Text	Good 2 marks	Satisfactory 1 mark	Unsatisfactory 0 marks
<u>Unit 7</u> <i>donde se encuentran muchos de los empresarios petroleros,</i>	where many of the oil industry tycoons/businessmen are (found),		They find Petrol(eum) businessmen Companies/businesses
<u>Unit 8</u> <i>y Ecuador, que a pesar de ser un aliado político de Venezuela,</i>	and Ecuador, which despite/in spite of being a political ally of/to Venezuela,		Any reference to weight or weighing/think or thinking
<u>Unit 9</u> <i>incentiva la inmigración del talento extranjero</i>	encourages /boosts (the) immigration of foreign talent	Incentivises Encouraging <u>The</u> foreign talent	Talented foreigner
<u>Unit 10</u> <i>que aporte a su desarrollo económico y científico.</i>	which (may/might) contribute(s) to its/their/the country's economic and scientific development/growth. ...the economic and scientific development of the country.	Economical	Allows/brings Leads to

[END OF MARKING INSTRUCTIONS]



National
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2018 Spanish
Advanced Higher
Listening and Discursive Writing
Finalised Marking Instructions

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General marking principles for Advanced Higher Spanish Listening

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 detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding; they are not deducted from a maximum on the basis of errors or omissions.
- (c) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the item.
- (d) The marking instructions indicate the essential idea that a candidate should provide for each answer. We use the term 'or any other acceptable answer' to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.

Detailed marking instructions for each question - Listening

Item 1

Question		Expected answer(s)	Max mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> Many families (already) have economic/money/financial problems/difficulties/suffering economically The weather was <u>awful/so bad/terrible</u> 	2	Suffering from a poor economy The weather was bad They had a bad time
	(b)	<ul style="list-style-type: none"> (More than) 120,000 	1	
	(c)	<ul style="list-style-type: none"> At the entrances/doors (of thousands) of supermarkets/outside supermarkets And shopping centres <u>all over Spain/the country</u> 	2	Openings of supermarkets
	(d)	<ul style="list-style-type: none"> The experience/it was (very) rewarding/gratifying/satisfying And the atmosphere (so) fabulous/amazing They plan/are going to/will do it again/repeat it <u>next year</u> 	3	Great experience Environment It should happen next year
	(e)	<ul style="list-style-type: none"> (They provided a) generous/wide/extensive <u>online/internet coverage/promotion/advertising</u> 	1	Generosity Excessive/amplifying coverage They increased the promotion
	(f)	<ul style="list-style-type: none"> Joint/united spirit/solidarity of the Spanish people 	1	Common spirit

Item 2

Question		Expected answer(s)	Max mark	Unacceptable answers
2.	(a)	<ul style="list-style-type: none"> • (So) <u>many</u> people are having a bad time/finding it hard <p>OR</p> <ul style="list-style-type: none"> • (So) <u>many</u> people are in a vulnerable (situation)/are feeling vulnerable 	1	Any reference to spending time Any reference to sickness/illness
	(b)	<ul style="list-style-type: none"> • They are not going to solve anything/aren't/never the solution 	1	It's not a good idea
	(c) (i)	<ul style="list-style-type: none"> • They throw away/throw out <u>huge amount(s) of</u> products/food 	1	Throw out rubbish/waste
	(ii)	<ul style="list-style-type: none"> • Because of/due to their expiry/sell by date • It is easier than selling them at a lower price 	2	
	(d)	<ul style="list-style-type: none"> • (If there were) no <u>need</u> for food banks 	1	Don't have food banks
	(e)	<ul style="list-style-type: none"> • The number of volunteers/(more than) 100,000 volunteers 	1	
	(f)	<ul style="list-style-type: none"> • <u>Used to be/were</u> middle-aged people • School pupils who helped their neighbours • There are <u>more</u> older/retired people • More volunteers <u>were</u> women • <u>Now</u> men are in the majority 	5	

Question		Expected answer(s)	Max mark	Unacceptable answers
	(g)	<ul style="list-style-type: none"> • <u>Young</u> people without experience • Unemployed people • People who <u>want</u> to get back to work/into the job market 	3	Teenagers/children Wanting experience
	(h)	<ul style="list-style-type: none"> • Improve your CV/fill in any gaps in your CV • Help you <u>gain</u> experience in a new field/area • Give you an <u>advantage</u> when looking for a job 	3	New experiences (on its own) Helps you find a job
	(i)	<ul style="list-style-type: none"> • Investing/spending their time in a good/quality training/education 	1	Higher education/qualified training/formation
	(j)	<ul style="list-style-type: none"> • (That you have) given your time <u>and</u> energy to a good cause 	1	

General marking principles for Advanced Higher Spanish Discursive Writing

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 detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding; they are not deducted from a maximum on the basis of errors or omissions.
- (c) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression.
Three main aspects of the piece of writing should be considered:
 - (i) content
 - (ii) accuracy
 - (iii) language resource - variety, range, structures
- (d) Using the pegged marks table, the marker should first select the row of the table in which the descriptors most closely match the candidate's piece of writing. Once that row has been identified, the assessor should follow this guidance:
 - If the evidence largely matches the descriptors across all of the aspects of the work, award the higher of the two available marks.
 - If the evidence largely matches the descriptors across most of the aspects of the work, award the lower of the two marks available.
- (e) If markers are in doubt about which of two adjacent rows to select: select the upper row and award the lower pegged mark in that row.
- (f) Markers can award the highest pegged mark (40) for writing even if there are minor errors. These should not detract from the overall impression.
- (g) Candidates are instructed to write 250-300 words. The general and detailed marking instructions should be applied even where the length of the piece of writing falls outside this range.

Detailed marking instructions - Discursive Writing

Mark	Content	Accuracy	Language resource: variety, range, structures
40 or 36	<ul style="list-style-type: none"> • The essay is well structured and all aspects are relevant to the title • The topic is addressed fully, in a balanced way • Overall this comes over as a comprehensive, competent, well thought-out response to the task which reads naturally 	<ul style="list-style-type: none"> • The language is characterised by a high degree of accuracy and may show some flair. • A comprehensive range of verbs is used accurately and tenses are consistent and accurate • There is evidence of confident handling of all aspects of grammar and spelling • Some minor errors need not detract from the overall very good impression 	<ul style="list-style-type: none"> • The language used is mostly complex and sophisticated • There is a wide range of structures and vocabulary appropriate to Advanced Higher • There is a comprehensive range of verbs/verb forms and tenses • There is good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order • There is extensive use of co-ordinating conjunctions and subordinate clauses throughout the writing • The language flows well and ideas and opinions are expressed effectively

Mark	Content	Accuracy	Language resource: variety, range, structures
32 or 28	<ul style="list-style-type: none"> • The essay has a good sense of structure and most aspects are relevant to the title • The topic is addressed well • The content is clear and well thought-out 	<ul style="list-style-type: none"> • The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher • A range of verbs is used accurately and tenses are generally consistent and accurate • Other parts of speech are used accurately • There are few serious errors in spelling and/or punctuation 	<ul style="list-style-type: none"> • The language used is generally complex and sophisticated • Contains a good range of vocabulary and structures appropriate to Advanced Higher • The candidate uses a good range of verbs/verb forms and tenses • There is good use of co-ordinating conjunctions and subordinate clauses throughout the writing • Ideas and opinions are expressed effectively
24 or 20	<ul style="list-style-type: none"> • The essay has some sense of structure and most aspects have some relevance to the title • The topic is addressed adequately • The content is mostly clear 	<ul style="list-style-type: none"> • The less complex language may be mostly accurate. However, in places, where the candidate attempts to use complex and sophisticated language, this may be less successful • The verbs are generally correct, but the range of verbs and tenses is limited • Spelling and punctuation are generally correct but there may be a few errors in some parts of speech - personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion • Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses 	<ul style="list-style-type: none"> • There are some examples of complex and sophisticated language • Contains a reasonable range of vocabulary and structures appropriate to Advanced Higher • There is a limited range of verbs/verb forms and tenses • There are some successful attempts to use co-ordinating conjunctions and subordinate clauses • Ideas and opinions are expressed adequately • There is some dictionary misuse

Mark	Content	Accuracy	Language resource: variety, range, structures
16 or 12	<ul style="list-style-type: none"> • The essay is lacking in structure and less than half of the aspects have any relevance to the title • The topic is addressed but in a limited way • The content is limited and may be presented as a single paragraph 	<ul style="list-style-type: none"> • The language is insufficiently accurate to convey meaning clearly and consistently • Ability to use verbs and form tenses accurately is inconsistent. There may be confusion between the singular and plural form of verbs • Although basic structures are used accurately, control of the language structure at times deteriorates significantly • There are errors in other parts of speech - gender of nouns, cases, singular/plural confusion - and in spelling and, where appropriate, word order. Several errors are serious • Overall there is more incorrect than correct 	<ul style="list-style-type: none"> • There is limited use of complex and sophisticated language • Contains a limited range of vocabulary and/or structures appropriate to Advanced Higher • There is inconsistency in the use of verbs/verb forms and tenses • There are few successful attempts to use co-ordinating conjunctions and subordinate clauses • There may be examples of unidiomatic translation from English and/or examples of dictionary misuse

Mark	Content	Accuracy	Language resource: variety, range, structures
8 or 4	<ul style="list-style-type: none"> • The essay is unstructured and few aspects are relevant to the title • The topic is not fully addressed • The content is very limited 	<ul style="list-style-type: none"> • The language is almost completely inaccurate throughout the writing and there is little control of language structure • Most of the verbs are incorrect. There is little evidence of tense control • Most basic structures are not used accurately and control of the language structure generally deteriorates significantly • There are frequent errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions. Overall there is more incorrect than correct 	<ul style="list-style-type: none"> • There is little use, if any, of complex and sophisticated language • The essay contains a very limited range of vocabulary and structures appropriate to Advanced Higher • The candidate may not cope with more than one or two basic verbs/verb forms and tenses • Some sentences may not be understood by a sympathetic native speaker • There are examples of mother tongue interference and serious dictionary misuse
0	<ul style="list-style-type: none"> • The essay is unstructured and/or irrelevant • The candidate is unable to address the topic 	<ul style="list-style-type: none"> • The language is seriously inaccurate throughout the writing and there is almost no control of language structure • Very few words are written correctly in the modern language 	<ul style="list-style-type: none"> • There is no evidence of complex and sophisticated language • There may be several examples of mother tongue interference • Very little is intelligible to a sympathetic native speaker • There may be several examples of serious dictionary misuse

[END OF MARKING INSTRUCTIONS]