



National
Qualifications
2019

2019 Spanish

Advanced Higher

Reading and Translation

Finalised Marking Instructions

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General marking principles for Advanced Higher Spanish 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 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) 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.

Marking instructions for each question

Section 1 - Reading

Question			Expected response	Max mark	Additional guidance
					Do not accept
1.			<ul style="list-style-type: none"> (he gives them) a look/expression of contempt/scorn he insists/tells them that there are no (extra/free) tables even though the restaurant/place is half full/empty 	2	despair
2.	(a)		<ul style="list-style-type: none"> we/they want to maintain a peaceful/calm atmosphere/environment we/they request/ask that babies <u>and</u> children under 6 are not included in/as part of the booking/in your reservation(s)/when you reserve 	2	we try to maintain children who are 6 years old
	(b)		<ul style="list-style-type: none"> babies cry <u>and</u> shout/scream young children run (around/about)/come in and out the windows/glass (panes) <u>get/end</u> up dirty 	3	glasses
	(c)		<ul style="list-style-type: none"> they are (the ones who are) rude/bad-mannered they let the children do/leave them to do what they want they let them behave as if they were in their own home 	3	badly educated
3.			<ul style="list-style-type: none"> certain companies have taken advantage of a niche/opportunity in the market (just as) there are cruises for single people <u>and</u> hotels for gay people we have hotels which are <u>exclusively/only</u> for adults we cater for all tastes/there are alternatives for all tastes/preferences/likings 	4	we count alternatives

Question			Expected response	Max mark	Additional guidance
					Do not accept
4.	(a)		<ul style="list-style-type: none"> • you go to a place/restaurant where your child feels/is comfortable • the family is more relaxed without having to worry 	2	sits comfortable
	(b)		<ul style="list-style-type: none"> • a place that makes life easy/easier for them • baby changing facilities <u>and</u> a tub of crayons/coloured pencils 	2	
5.			<ul style="list-style-type: none"> • <u>more than</u> 85% are of low/poor dietary/nutritional quality • finding/looking for any trace/hint of vegetables/greens is mission impossible 	2	fruit and vegetables
6.			<ul style="list-style-type: none"> • has a dedicated/reserved space for children • (has a place) where they can draw • (they can) participate in face-painting/get their face painted • children are supervised by monitors/instructors from a child/<u>leisure/entertainment</u> company <p>Any 3 from 4</p>	3	do art paint child care company

Question		Expected response	Max mark	Additional guidance									
7.		<p><u>Overall Purpose</u> To highlight that perhaps there is an increase in public places where children are not welcome and the low dietary quality of children's meals in some restaurants.</p> <p><u>Points made</u> Possible answers:</p> <p>Develops both sides of the <i>niñofobia</i> argument.</p> <p>Compares situation in Spain to rest of Europe to stress that Spain needs to do more to provide facilities for children and make them feel more welcome.</p> <p>Points out deficiencies in meals for children in many restaurants.</p> <p>Indicates that parents are looking for better restaurants for their children.</p> <p><u>Language/techniques used</u> Possible answers:</p> <p>Starts with open (not rhetorical) question in title to make reader consider if this phenomenon is on the increase.</p> <p>Uses emotive word <i>niñofobia</i> to highlight the severity of this issue in Spain.</p> <p>Quotes a restaurant web page which is against admitting children.</p>	7	<table border="1"> <thead> <tr> <th>Pegged marks</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>7 OR 5</td> <td>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 response column, or any other equally appropriate response.</td> </tr> <tr> <td>3 OR 1</td> <td>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>0</td> <td>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 response 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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Question	Expected response	Max mark	Additional guidance
	<p>Quotes Eduardo Jiménez, the owner of that same restaurant, giving his reasons against admitting children and the problems they have had.</p> <p>Quotes Armando Romero, head of a travel agency (and therefore someone with experience relating to this issue), who disagrees with the idea of <i>niñofobia</i> for children in restaurants.</p> <p>Quotes Silvia Bénitez, founder of social website <i>Conbebé</i>, to highlight what parents look for in restaurants for the children.</p> <p>Indicates the irony of fast food restaurants having good facilities but unhealthy food.</p> <p>Highlights recent initiatives, for example, Reyes de la Pizza, to improve food and facilities for children.</p> <p>Quotes Noemi Navas, a blogger, who uses a sense of humour <i>hay vida más allá de los "nuggets"</i> to engage the reader and support the idea that parents want better quality meals for the children.</p> <p>Uses statistics from the Eroski Consumer survey to highlight the poor nutritional value of children's menus which is discouraging parents from going to fast food restaurants.</p>		

Section 2 - Translation

Question	Expected response	Max mark	Additional guidance
8.	<p>Translate the underlined section into English: (lines 34-38)</p> <p><i>Aunque las cosas...oferta habitual.</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>Aunque las cosas hayan cambiado en los últimos años,</i>	Although/even though things (may) have changed in recent years/in the last few years	in the last/latest years during the past years	
<u>Unit 2</u> <i>todavía queda mucho camino por recorrer</i>	there is still a long way to go a lot of work still needs to be done	there still remains a long way to go	
<u>Unit 3</u> <i>para igualarnos con el resto de Europa,</i>	for us to be the same as/for us to catch up with <u>the rest of</u> Europe, for us to be equal with	to equal ourselves omission of "us"	in order to make <u>them</u> the same for having the same equalities with the rest of Europe
<u>Unit 4</u> <i>donde la mentalidad sigue siendo muy diferente.</i>	where the mentality is still very different	omission of "the"	any translation which includes "feels" or "follows"
<u>Unit 5</u> <i>No cabe duda de que en muchos países europeos,</i>	There is no doubt that in many/ lots of European countries,	There is no doubt about it that...	

Text	Good 2 marks	Satisfactory 1 mark	Unsatisfactory 0 marks
<u>Unit 6</u> <i>los restaurantes, hoteles y museos están adaptados para los niños,</i>	(the) restaurants, hotels and museums are adapted for kids/children,		for young people
<u>Unit 7</u> <i>que tienen sus propias mesas, su espacio y sus juegos</i>	who have their own tables, space/area and games	which/that have their own tables.. they have their own tables..	toys
<u>Unit 8</u> <i>nada más llegar.</i>	as soon as they arrive.	as soon as they walk in	
<u>Unit 9</u> <i>No se trata de un servicio extra,</i>	It is not an added/extra/additional service,	It is not about <u>the</u> extra service	It's not treated as an extra service
<u>Unit 10</u> <i>sino de la oferta habitual.</i>	but just the usual/normal offer.	but just <u>a</u> usual offer	habitual

[END OF MARKING INSTRUCTIONS]



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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. 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.

Marking instructions for each question - Listening

Item 1

Question			Expected response	Max mark	Additional guidance
					Do not accept
1.	(a)	(i)	<ul style="list-style-type: none"> it could/will take (around) 100 years 	1	it could last 100 years in the last 100 years it has taken 100 years
		(ii)	<ul style="list-style-type: none"> a loss of/losing (female/feminine) talent <u>a decrease/reduction/delay in /slowing down/diminishing of economic growth/economy</u> 	2	lack of/reduction of female talent economic increase
	(b)		<ul style="list-style-type: none"> the <u>chronic</u> difference in salaries/salary/pay a lack of (participation of) women in the job market/world of work/workplace/labour market 	2	laborious market fewer women
	(c)		<ul style="list-style-type: none"> <u>in Spain</u> it is getting (gradually) better (up to 27%) <u>worldwide/globally</u> the figures are/it is worse/(only 20%) 	2	
	(d)	(i)	<ul style="list-style-type: none"> (the gap) is continuing to increase/is increasing in spite of economic recovery/growth 	1	economic situation
		(ii)	<ul style="list-style-type: none"> <u>more than</u> a million have part-time jobs they have been unable to/can't find <u>full-time</u> work 	2	permanent

Item 2

Question			Expected response	Max mark	Additional guidance
					Do not accept
2.	(a)		<ul style="list-style-type: none"> women are not <u>well/equally/very/really/under</u>-represented as <u>company/business</u> directors/managers/bosses/CEOs (however) their presence has <u>tripled</u> in top jobs/positions 	2	management posts/jobs
	(b)		<ul style="list-style-type: none"> they face/overcome prejudice/discrimination <u>some people think</u> they are not/less capable of doing the same job (as before) (people think) they will have difficulties combining/balancing work and family life 	3	can't get the same job as before difficulty separating work and family life
	(c)		<ul style="list-style-type: none"> she had a management post she had her (first) child/son/baby they gave her a less important role in the company they reduced her responsibilities/she had fewer responsibilities 	4	she was a director she had a director(ial)/directive post
	(d)		<ul style="list-style-type: none"> how many firefighters or pilots are women? (need both jobs) 	1	

Question		Expected response	Max mark	Additional guidance
				Do not accept
	(e)	<ul style="list-style-type: none"> when you recruit/hire someone without doing an aptitude/ability/skills test they always choose men (simply) because they are men they don't consider/not because of the person's skills/abilities 	3	attitude qualities/traits
	(f)	<ul style="list-style-type: none"> it shouldn't stop you having success/being successful 	1	
	(g)	<ul style="list-style-type: none"> there is a shortage of women in (the field of) technology <u>and</u> science(s) 	1	fewer women
	(h)	(i) <ul style="list-style-type: none"> they don't know/not aware of what/that the opportunities exist/are available (ignore additional information) 	1	they do not have the opportunities the opportunities do not exist
		(ii) <ul style="list-style-type: none"> schools don't give <u>enough/sufficient</u> information the media gives out the wrong/false message society - <u>low</u> expectations 	3	institutions schools do not have enough information social media
	(i)	<ul style="list-style-type: none"> the struggle/fight is not over 	1	

General marking principles for Advanced Higher Spanish Discursive Writing

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- (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.

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]