



National
Qualifications
2018

**2018 Spanish
Advanced Higher
Reading and Translation
Finalised Marking Instructions**

© Scottish Qualifications Authority 2018

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from permissions@sqa.org.uk.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments. This publication must not be reproduced for commercial or trade purposes.



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	Political climate Deny Intellectual achievement Obstruct/complicate social mobility
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	Street fight Chronical/severe Affording medicines Access to treatment Before the lack Suppliers Losing your job/enterprise Losing business

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"> <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 answer(s) 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 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.	
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.												

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 foreign talent</u>	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]