



National  
Qualifications  
2024

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**2024 Spanish**

**Reading and Translation**

**Advanced Higher**

**Question Paper 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) 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.
- (d) Award a mark to each answer. Marks are not transferable between questions.
- (e) 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.
- (f) Credit should be given according to the accuracy and relevance of candidates' 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(s)   | Max mark | Additional guidance  |
|----------|-----|--|--|----------|--|
|          |     |  |  |          | <b>Do not accept:</b>  |
| 1.       |     |  | <ul style="list-style-type: none"> <li>a period of change and personal growth which is full of challenges</li> </ul>   | 1        | exchange   |
| 2.       |     |  | <ul style="list-style-type: none"> <li>intellectual development/to develop intellectually</li> <li>a job/employment/work that will give them personal satisfaction</li> <li>salaries/wages/a salary which will give them a better lifestyle/style of life</li> </ul> | 3        | intelligence/intellect<br>employer<br>which makes them happy<br><br>a job that gives them a better lifestyle<br>standard of living/quality of life |
| 3.       | (a) |  | <ul style="list-style-type: none"> <li>involvement in/membership of sports teams/team sports or charitable organisations</li> </ul>  | 1        | sports groups<br>sports equipment<br><br>benefit/beneficial organisations/profit organisations/volunteering  |
|          | (b) |  | <ul style="list-style-type: none"> <li>written/writing tests and group workshops</li> <li>to evaluate the ability of the student to carry out/undertake academic work at/to university level</li> </ul>  | 2        | team workshops<br><br>university level job<br>school work/group work   |

| Question |  |  | Expected response(s)   | Max mark | Additional guidance  |
|----------|--|--|--|----------|--|
|          |  |  |  |          | <b>Do not accept:</b>  |
| 4.       |  |  | <ul style="list-style-type: none"> <li>to address/tackle/answer the issues/questions that frequently occur</li> <li>(for them) to see themselves as university students</li> <li>to make them understand the complexity of what this means/signifies in/for their lives</li> </ul>   | 3        | significance of it in their lives                              |
| 5.       |  |  | <ul style="list-style-type: none"> <li>they have to/are forced/obliged to be the protagonists/owners/masters of their own education/training/learning</li> <li>(they have to) manage their time and effort to gain success</li> <li>the study strategies/methods/techniques/skills they had used at school are not effective/successful for the level of academic demand or the depth of the content</li> <li>although the university staff (fulfil their duty to) support the students, their level of personal commitment/engagement is less than (at school)</li> </ul>         | 4        | main characters<br>formation<br><br>gain exit<br><br>efficient |
| 6.       |  |  | <ul style="list-style-type: none"> <li>they should encourage/support (their) good decisions</li> <li>they should offer guidance/direction during this period of transition/change</li> <li>parents give/provide/afford their children opportunities to be more independent when making decisions</li> <li>give them opportunities with a certain level of responsibility</li> <li>if they are faced with obstacles, families should make them understand that it will be the students themselves who will have to find/look for the solution</li> </ul> <p><b>Any 4 from 5</b></p> | 4        |  |

| Question |     |  | Expected response(s)  | Max mark | Additional guidance  |
|----------|-----|--|---|----------|--|
|          |     |  |   |          | Do not accept:   |
| 7.       | (a) |  | <ul style="list-style-type: none"> <li>practically all first-year students are going through the same thing</li> <li>make friends from the first day as in the future these relationships will be important</li> <li>they have to be (extremely) aware/conscious that this new academic stage is so/very enriching</li> <li>they need to throw themselves into it wholeheartedly</li> </ul> <p>Any 3 from 4</p> | 3        |  |
|          | (b) |  | <ul style="list-style-type: none"> <li>the majority of students make the transition naturally</li> <li>attending university is a transformative experience</li> </ul>   | 2        | going through a natural transition<br>assisting university |

| Question |  |  | Expected response(s)   | Max mark | Additional guidance |  |
|----------|--|--|--|----------|---------------------|--|
| 8.       |  |  | <p>The overall purpose is:</p> <ul style="list-style-type: none"> <li>to highlight the challenges in transitioning from school to university</li> <li>underline the support available when transitioning from school to university</li> <li>make pupils aware that they have a level of personal responsibility for their own learning</li> <li>offer advice on how to address and overcome the challenges experienced when transitioning from school to university</li> <li>highlight strategies that can be used to support the transition to university</li> </ul> <p>Examples of points candidates could make:</p> <ul style="list-style-type: none"> <li>the tone of the text is hopeful in places but realistic</li> <li>the positive word choice in paragraph 2 enhances the reader's understanding of the enriching experience of going to university: deseo/esperanza/satisfacción personal/una experiencia transformadora</li> <li>word choice that supports the idea that going to university can also present challenges - desafíos/drástico/fracas/trabas</li> <li>word choice highlights that although there will be support, students have to take more responsibility for their own learning: está en sus propios manos, ellos mismos tendrán que buscar la solución/dueños de su propia formación</li> <li>the writer's use of repetition of <i>hay que</i> in the final paragraph addresses the student directly, connecting on a more personal level with the reader: one could infer that this is a call to action, directed to the student: 'hay que pensar' 'hay que ser'</li> <li>the writer includes examples from Ana Solis, head of admissions and Jorge Machado, from the student associations, to add weight to the argument</li> <li>when Ana says "hacerles entender la complejidad de lo que significa para sus vidas" she consolidates the idea that the transition to university has challenges and is not always easy</li> </ul> | 7        | <b>Pegged Marks</b> | <b>Criteria</b>  |
|          |  |  |  |          | 7<br>OR<br>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(s) column, or any other equally appropriate response. |
|          |  |  |  |          | 3<br>OR<br>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.   |

| Question |  |  | Expected response(s)  | Max mark | Additional guidance |
|----------|--|--|---|----------|---------------------|
|          |  |  | <ul style="list-style-type: none"> <li>by using quotes from an experienced representative from the student organisation the writer strengthens the advice given to students and acknowledges the fact that the students are not alone: “Están atravesando lo mismo”. Machado’s tone is reassuring and positive and underlines that there is a network of support, and that university could be an amazing experience</li> </ul> |          |                     |

## Section 2 – Translation

| Question |  |  | Expected response(s)  | Max mark | Additional guidance   |
|----------|--|--|---|----------|---|
| 9.       |  |  | <p>Translate the underlined section into English: (lines 17-23)</p> <p><i>Al decidir dónde ir . . . los antiguos alumnos.</i></p> | 20       | <p>The translation into English is allocated <b>20 marks</b>. The text for translation is divided into a number of sense units. Each sense unit is worth <b>2 marks</b>. Award marks according to the quality and accuracy of the translation into English. Award a mark for each sense unit, as follows:</p> <p><b>2 marks - good</b><br/>The candidate understands and conveys essential information and relevant details, clearly and accurately, with appropriate use of English.</p> <p><b>1 mark - satisfactory</b><br/>The candidate understands and conveys essential information clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. They convey the key message in spite of inaccuracies and weaknesses in the use of English.</p> <p><b>0 marks - unsatisfactory</b><br/>The candidate fails to demonstrate sufficient understanding of the essential idea.</p> |



| Sense unit   | Good - 2  | Satisfactory - 1                              | Unsatisfactory - 0   |
|--|---|---|--|
| <b>Unit 1</b><br><br><i>Al decidir dónde ir a cursar estudios universitarios,</i>                                  | When/on/in/upon deciding where to go to/and study at university/for a university education,/to study/pursue a university education, | where to study<br>where to go to university   | once decided/to decide/by deciding/when choosing                               |
| <b>Unit 2</b><br><br><i>los estudiantes tienen que considerar algunas opciones</i>                                 | (the) students have to consider some options/some of the options  | the options                                   | between options  |
| <b>Unit 3</b><br><br><i>entre las cuales, si la universidad les ofrece</i>   | among which/amongst these/those/them, whether/if the university offers (them)   | between them                                  | from the following<br>between<br>of which<br>like                              |
| <b>Unit 4</b><br><br><i>cursos en la especialización que han seleccionado.</i>                                     | courses in the specialism/specialisation (that) they have chosen/selected.  | speciality<br>they chose<br>they selected.    | courses that specialise in places<br>present tense<br>they choose.             |
| <b>Unit 5</b><br><br><i>Además, es imprescindible que se enteren de la reputación académica de la universidad.</i> | Moreover/also/besides it is essential/vital/necessary that they find out about the university's academic reputation.                | find out (without about)<br>inform themselves | although<br>important<br>educate themselves<br>are informed of<br>are aware of |

| Text  | Good - 2   | Satisfactory - 1  | Unsatisfactory - 0  |
|---|--|---|---|
| <b>Unit 6</b><br><br><i>No cabe ninguna duda de que merece la pena informarse de</i>                        | <p>There is no doubt at all that/there is absolutely no doubt that/without any doubt</p> <p>it is worthwhile finding out/inquiring into/to find out (about)/to inquire (about)</p> | <p>there is no doubt/without a doubt</p> <p>informing themselves/yourselves/to inform themselves on/about</p> | <p>it goes without a doubt/nobody can deny that/nobody doubts that</p> <p>to know/known</p> <p>it is worth inquire/find out</p> |
| <b>Unit 7</b><br><br><i>cuánto costarán los gastos de matrícula.</i>  | <p>how much the tuition/enrolment/matriculation/university fees will cost.</p>   | <p>how much it will cost them to enrol</p>  | <p>what the costs are when registering would cost tuition expenses fees</p>   |
| <b>Unit 8</b><br><br><i>Estos asuntos requieren la participación de la universidad que</i>                  | <p>These issues/matters require (the) participation/involvement of/from the university/university participation that/which/who</p>   | <p>universities</p>   | <p>subjects being present</p>   |
| <b>Unit 9</b><br><br><i>por lo general, organiza jornadas de puertas abiertas al recinto universitario,</i> | <p>in general, organise(s) open doors days/open days at/to/in/on the (university) campus,</p>  | <p>university</p>   | <p>organised/will organise hours open doors area</p>  |

| Text  | Good - 2   | Satisfactory - 1                                      | Unsatisfactory - 0  |
|---|--|---|---|
| <b>Unit 10</b><br><br><i>así como reuniones tanto con el profesorado como con los antiguos alumnos.</i> | as well as/which includes/together with meetings with both the teaching staff/faculty and former/past students/old alumni.<br><br>as well as meetings with the teaching staff as well as past students | also<br>as much . . . as . . .<br>teachers/professors | As many meetings<br>like/such as<br>reunions<br>teacher/professor<br>old/older students |

[END OF MARKING INSTRUCTIONS]