



National  
Qualifications  
2019

---

**2019 Spanish**

**Advanced Higher**

**Reading and Translation**

**Finalised Marking Instructions**

© Scottish Qualifications Authority 2019

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments.

The information in this document may be reproduced in support of SQA qualifications only on a non-commercial basis. If it is reproduced, SQA must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).



## 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"> <li>(he gives them) a look/expression of contempt/scorn</li> <li>he insists/tells them that there are no (extra/free) tables even though the restaurant/place is half full/empty</li> </ul>  | 2        | despair  |
| 2.       | (a) |  | <ul style="list-style-type: none"> <li>we/they want to maintain a peaceful/calm atmosphere/environment</li> <li>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</li> </ul>   | 2        | we try to maintain<br><br>children who are 6 years old |
|          | (b) |  | <ul style="list-style-type: none"> <li>babies cry <u>and</u> shout/scream</li> <li>young children run (around/about)/come in and out</li> <li>the windows/glass (panes) <u>get/end</u> up dirty</li> </ul>  | 3        | glasses  |
|          | (c) |  | <ul style="list-style-type: none"> <li>they are (the ones who are) rude/bad-mannered</li> <li>they let the children do/leave them to do what they want</li> <li>they let them behave as if they were in their own home</li> </ul>   | 3        | badly educated   |
| 3.       |     |  | <ul style="list-style-type: none"> <li>certain companies have taken advantage of a niche/opportunity in the market</li> <li>(just as) there are cruises for single people <u>and</u> hotels for gay people</li> <li>we have hotels which are <u>exclusively/only</u> for adults</li> <li>we cater for all tastes/there are alternatives for all tastes/preferences/likings</li> </ul> | 4        | we count alternatives                                  |

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

| Question     |   |  | Expected response   | Max mark | Additional guidance  |  |              |          |              |   |              |   |   |  |
|--------------|---|--|---|----------|--|--|--------------|----------|--------------|---|--------------|---|---|--|
| 7.           |   |  | <p><b><u>Overall Purpose</u></b><br/>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><b><u>Points made</u></b><br/><b>Possible answers:</b></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><b><u>Language/techniques used</u></b><br/><b>Possible answers:</b></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><tr><th>Pegged marks</th><th>Criteria</th></tr><tr><td>7<br/>OR<br/>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<br/>OR<br/>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></table> |  | Pegged marks | Criteria | 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 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. |
| Pegged marks | Criteria  |  |   |          |  |  |              |          |              |   |              |   |   |  |
| 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 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  | 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:<br/>(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><b>2 - Good:</b><br/>Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.</p> <p><b>1 - Satisfactory:</b><br/>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><b>0 - Unsatisfactory:</b><br/>The candidate fails to demonstrate sufficient understanding of the essential information.</p> |

| Text   | Good<br>2 marks  | Satisfactory<br>1 mark                         | Unsatisfactory<br>0 marks   |
|--|--|--|---|
| <u>Unit 1</u><br><br><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><br><br><i>todavía queda mucho camino por recorrer</i>              | there is still a long way to go<br>a lot of work still needs to be done                                | there still remains a long way to go           |   |
| <u>Unit 3</u><br><br><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,<br>for us to be equal with | to equal ourselves<br>omission of "us"         | in order to make <u>them</u> the same<br>for having the same equalities with the rest of Europe |
| <u>Unit 4</u><br><br><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><br><br><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<br>2 marks  | Satisfactory<br>1 mark   | Unsatisfactory<br>0 marks            |
|--|--|--|--------------------------------------|
| <u>Unit 6</u><br><i>los restaurantes, hoteles y museos<br/>están adaptados para los críos,</i> | (the) restaurants, hotels and<br>museums are adapted for<br>kids/children, |  | for young people                     |
| <u>Unit 7</u><br><i>que tienen sus propias mesas, su<br/>espacio y sus juegos</i>              | who have their own tables,<br>space/area and games                         | which/that have their own tables..<br>they have their own tables.. | toys                                 |
| <u>Unit 8</u><br><i>nada más llegar.</i>   | as soon as they arrive.  | as soon as they walk in  |                                      |
| <u>Unit 9</u><br><i>No se trata de un servicio extra,</i>                                      | It is not an added/extra/additional<br>service,                            | It is not about <u>the</u> extra service                           | It's not treated as an extra service |
| <u>Unit 10</u><br><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]