National
Qualifications
2017

2017 Spanish

Reading and Translation

Advanced Higher

Finalised Marking Instructions

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 <u>always</u> 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.	(a)		• They are <u>at least</u> 30 years old • (Either) they are enrolling/registering/matriculating (at university) <u>for the first time</u> • (Or) they are <u>returning</u> (to university) after (many) years working/in the workplace	3	Around/under/less than 30 Apply/go to university
	(b)		• (They are forced to be there) because of <u>a lack of</u> job/work/employment opportunities/jobs are scarce • The trend/tendency <u>in developed countries</u> is for students to be older/more mature	2	No job opportunities Developing countries
2.	(a)		• He is a law graduate/he has a degree/is qualified in law • <u>He has (just) started/is starting</u> studying behavioural psychology • He is (currently) working <u>part-time</u> in a medical/health insurance company	3	Licensed in law Finishing up studying Medical security
	(b)		• The lack of job security/stability <u>frightens</u> him • (He has realised that) he has/had to keep studying/training in case he loses/lost his job	2	
	(c)		• Set up something of/on his own/set up his own business • Get a permanent, well paid job • Get a job that recognises/takes into account his (level of) training/education/qualifications **(Any 2 from 3)**	2	

Question			Expected answer(s)	Max mark	Unacceptable answers
3.			• We are in a time of high unemployment • Studying/training/(level of) education is what will differentiate between one candidate/person and another • It/studying gives an advantage/edge when (it comes to) getting a job <u>and/or</u> keeping it	3	Increased unemployment Getting a degree
4.			• She has been working for 5 years with neglected children • She doesn't know enough about the legal side	2	Careless children
5.	(a)		• There has been a <u>significant/huge</u> rise OR • There has been a rise in the last two years • They have risen by 60% <u>on average</u> (in some regions)	2	
	(b)		• They don't always cover the essentials/necessities • (When they don't) students have to combine their studies with a job	2	One or two jobs Some other job/another job
6.			• University fees are excessive/too high/she cannot afford them • (A university degree) does not guarantee a better paid job	2	Rewarding job

page 04

Question			Expected answer(s)	Max mark	Additional guidance	
7.			- To outline the increase in the number of mature students attending university in Spain - To make a connection between this phenomenon and the economic crisis - To provide reasons as to why more people are opting to attend university later in life - To illustrate the different forms of motivation for mature students (eg getting/keeping secure job and develop interests and career opportunities) - To compare the Spanish situation with other European countries - To highlight that distance learning is the choice of the majority of these students - To outline the impact of high university fees and insufficient grants (eg on low earners) - To demonstrate that this option is not for everyone eg Julia López - Use of case studies/experts eg law graduate, sociologist, careers advisor - Use of statistics to substantiate argument - Use of direct speech to create a personal - Dimension to put a human face to the statistics	7		
					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.

Question			Expected answer(s)	Max mark	Additional guidance
8.			**Translate the underlined section into English: (lines 31-36)** "Este año escolar. . .para las tasas de matrícula."	20	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. **2 – Good:** Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English. **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. **0 – Unsatisfactory:** The candidate fails to demonstrate sufficient understanding of the essential information.

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<u>Unit 1</u> *"Este año escolar cubro una vacante de un año,*	"This school/academic year, I'm covering/filling a one year post/vacancy, I have been covering	I cover	I covered/I have covered
<u>Unit 2</u> *pero normalmente hago suplencias,*	but I usually/normally do supply (teaching), /cover absences, substitute for/replace absent teachers,	I usually do substitutions/replacements	Supplies/substitutes I make substitutions
<u>Unit 3</u> *así que tengo tiempo.*	so/therefore I have (the) time.		As soon as/if I have time/so that I have time
<u>Unit 4</u> *Pensé en mejorar mi currículum y ofrecer algo más."*	I thought about improving my CV and offering something more/else." I thought I would/should improve	Curriculum	I think it will improve

page 07

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
Unit 5 *Carbonell tampoco esconde que su decisión*	Carbonell also doesn't hide (the fact) that her decision Carbonell doesn't hide (the fact) either Neither/nor does Carbonell hide (the fact) that her decision	His decision	Carbonell didn't hide (omission of "that")
Unit 6 *tiene que ver con su inseguridad laboral:*	has to do with/is related to her lack of job security: with her job insecurity		Is seen as/having seen Her working insecurities

Text	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<u>Unit 7</u> *"Cada año decido en qué me matriculo*	"Every year I decide what I will sign up/register/enrol for/in	What I want to enrol in	I decided
<u>Unit 8</u> *en función de si tengo contrato de trabajo.*	depending on whether/if I have a work/job contract.		
<u>Unit 9</u> *Si no lo tengo, dispongo de más tiempo para estudiar pero,*	If I don't (have it/one), I have more time to study/for studying but,		I arrange more time for study/studying
<u>Unit 10</u> *por contra, tengo menos dinero para las tasas de matrícula."*	on the other hand, I/I'll have less money for the enrolment/ registration/tuition university fees."		Licence plate

[END OF MARKING INSTRUCTIONS]

page 09