



National
Qualifications
2023

2023 Spanish

Reading and Translation

Advanced Higher

Finalised Marking Instructions

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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)** 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 |
|----------|-----|--|----------|-------------------------------|
| | | | | Do not accept: |
| 1. | (a) | <ul style="list-style-type: none"> • climate change is the most serious problem facing/for/confronting the world • in the case of Spain, concern about global warming is particularly/very/especially high • global warming is 10 points higher than the average in the 22 other countries <p>Any 2 from 3</p> | 2 | |
| | (b) | <ul style="list-style-type: none"> • to point out the most important problems nowadays/of our time/era/age • to express their opinion about who should tackle abuse of human rights | 2 | where the problems are |
| 2. | (a) | <ul style="list-style-type: none"> • to understand/to recognise that climate change is a human rights crisis • reduce the greenhouse effect by half by 2030 and have zero emissions by 2050 | 2 | |
| | (b) | <ul style="list-style-type: none"> • it is the greatest/main cross-generational/inter-generational threat today • move towards a sustainable energy model which is fair (and leaves no one behind) | 2 | |
| 3. | | <ul style="list-style-type: none"> • voting in elections • strikes or protests are not as effective (however expressed) | 2 | |

| Question | | Expected response(s) | Max mark | Additional guidance |
|----------|-----|--|----------|---|
| | | | | Do not accept: |
| 4. | (a) | <ul style="list-style-type: none"> • it is the defining/definitive crisis of our time • countries are obliged to protect society from disaster/in a catastrophe • people all over the world have lost their homes, and even life/lives • despite having only contributed minimally to it | 4 | |
| | (b) | <ul style="list-style-type: none"> • they have benefitted economically from the growth of emissions • suffered (much) fewer damaging/harmful/ill effects • happy to take advantage/exploit on a global level • (happy for) the developing countries to pay the price/to charge the cost to developing countries <p>Any 3 from 4</p> | 3 | they carry the cost of developing countries |
| | (c) | <ul style="list-style-type: none"> • to do what they need to • to contribute in a fair way • to preserve the rights to life of those most affected by climate change <p>Any 2 from 3</p> | 2 | |

| Question | | Expected response(s) | Max mark | Additional guidance |
|----------|--|---|----------|-----------------------|
| | | | | Do not accept: |
| 5. | | <ul style="list-style-type: none"> • hope at this moment is not (so much) with the politicians but with the people • asks negotiators to focus on the people • (asks negotiators to) listen to the clamour / protests in the streets • there are big protests around the world <p>Any 2 from 4</p> | 2 | |
| 6. | | <ul style="list-style-type: none"> • they deserve (a place at the table) to discuss the decisions which affect them • that their voices are heard | 2 | |

| Question | | Expected response(s) | Max mark | Additional guidance | |
|----------|--|--|----------|---------------------|--|
| 7. | | <p>Now consider the article as a whole.</p> <ul style="list-style-type: none"> the overall purpose is to highlight that climate change is a major concern amongst the younger generation and is a human rights issue. The writer provides a one-sided argument to the issue. the punchy title itself highlights the severity of the issue. Use of the word <i>abuso</i> suggests the extent of the impact of climate change. the writer mentions a survey carried out by a credible source to raise awareness of the problem of climate change and the importance and need for governmental intervention. references to experts on climate change add credibility to the argument. examples given by Esteban Beltrán to explain the way forward to combat climate change. Chiara Liguori uses examples of the disastrous consequences of climate change on real people (lines 23-25) eg loss of lives and homes brings a human element to the writer's argument. Alicia Salgado stresses the importance of involvement of everyone in the fight against climate change. conclusion - the writer finishes with a call to action and the urgency for a united response. significant survey statistics - more than 10,000 young people underlines how strongly they feel that climate change is an abuse of human rights and also that they want to be heard. use of emotive language, such as <i>abusos/amenaza/crisis definitoria/catástrofe/banderas de lucha/nocivos</i> and repetition of <i>derechos humanos</i> emphasises the severity of the situation. repeated use of superlatives: <i>el problema más grave/los problemas más importantes/la mayor amenaza/la mayor responsabilidad</i>. conclusion contains a sense of foreboding and the passage ends on a cautionary note underlined by using the word <i>empeorará</i>. The use of the first-person plural suggests we are all in the fight together and the writer's emotional attachment to the cause. | 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 response(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 response(s) | Max mark | Additional guidance |
|----------|--|---|----------|--|
| 8. | | <p>Translate the underlined section into English: (lines 36–41)</p> <p><i>Somos conscientes de que . . . fundamental.</i></p> | 20 | <p>The translation into English is allocated 20 marks. The text for translation is divided into a number of sense units. Each sense unit is worth 2 marks. Award marks according to the quality and accuracy of the translation into English. Award a mark for each sense unit, as follows:</p> <p>2 marks - good The candidate understands and conveys essential information and relevant details, clearly and accurately, with appropriate use of English.</p> <p>1 mark - satisfactory 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>0 marks - unsatisfactory The candidate fails to demonstrate sufficient understanding of the essential idea.</p> |

| Sense Units | Good - 2 | Satisfactory - 1 | Unsatisfactory - 0 |
|---|---|-------------------------------|---|
| Unit 1 <i>Somos conscientes de que los jóvenes</i> | We are aware that young people | conscious the young people | youth(s) |
| Unit 2 <i>son los que están tomando la iniciativa en el tema.</i> | are those/the ones (who/that are) taking the initiative on the matter/issue. | taking initiative | wrong tense omission of ‘are those who’ theme |
| Unit 3 <i>Hay que insistir para que ellos no asuman toda la responsabilidad de la lucha</i> | We have to insist/ensure that they do not take all the responsibility for the fight | | You must insist |
| Unit 4 <i>y que la situación se convierta en un compromiso intergeneracional.</i> | and that the situation becomes an intergenerational commitment. | | convert(s) (itself into) international compromise |
| Unit 5 <i>Es de suma urgencia e importancia.</i> | It is of great/utmost urgency and importance. | total | It is of both... of added/growing urgency |

| Sense Units | Good - 2 | Satisfactory - 1 | Unsatisfactory - 0 |
|--|--|------------------------|-------------------------|
| Unit 6 <i>Si vamos a actuar, tiene que ser pronto.</i> | If we are going to act, it needs to be soon. | ...it has to be quick. | If we go to act... |
| Unit 7 <i>Estamos dedicando demasiado tiempo a discutir</i> | We are spending too much time arguing | | Wrong tense |
| Unit 8 <i>y no tanto a adoptar medidas concretas</i> | and not so much adopting concrete measures | not a lot | methods measurements |
| Unit 9 <i>que puedan ayudar a la gente y en ese sentido,</i> | which may help people and in that sense, | ... this sense | feeling |
| Unit 10 <i>la cuestión de los derechos humanos es fundamental.</i> | the question of human rights is fundamental. | the human rights | |

[END OF MARKING INSTRUCTIONS]