



National
Qualifications
2019

2019 Spanish
Higher
Reading
Finalised Marking Instructions

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General marking principles for Higher Spanish Reading

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) Award a mark for each answer. Marks are not transferable between questions and the answers for each question must come from the item.
- (d) Marks are available as follows:
 - (i) The first set of questions (worth 18 marks in total) asks candidates to provide answers based on comprehension of information from the text. There are generally 1-3 marks available for each question.
 - (ii) The penultimate question is the overall purpose question, and candidates must identify the overall purpose of the text and draw meaning from their overall understanding of the text. There is a maximum of 2 marks available for reference to the text and detailed comment. Pegged mark descriptors (2/1/0) and associated commentary are available, along with further guidance, in the detailed marking instructions.
 - (iii) The last question is the translation. For this question, candidates must translate the underlined section of the text. The section for translation is divided into five sense units. For each sense unit, award 2, 1 or 0 marks: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (e) Award marks according to the accuracy and relevance of the candidate's answers. Award marks where the answer is accurate but expressed in their own words.

Marking instructions for each question

Question			Expected response	Max mark	Additional guidance
					Do not accept:
1.	(a)		<ul style="list-style-type: none"> • (a place where) you read poetry • (a place where) you solve algebra problems/equations • get up to date with your friends <p>Any 2 from 3</p>	2	
	(b)		<ul style="list-style-type: none"> • forms values/involves the formation of values • develops fundamental skills/abilities to be used in work 	2	training of values
2.	(a)		<ul style="list-style-type: none"> • to raise awareness of/to become more sensitive to the fight/struggle against world hunger 	1	sensitizes no mention of world
	(b)		<ul style="list-style-type: none"> • run as many laps/times as possible around the school 	1	
	(c)		<ul style="list-style-type: none"> • (sponsors who) donated money for the cause/sponsored the pupils for the cause 	1	raised money
3.			<ul style="list-style-type: none"> • she and her classmates/they got together/united to raise/collect a lot of money • the same thing was happening at the same time in other countries 	2	
4.			<ul style="list-style-type: none"> • they delivered information (talks) about the rise/increase of/increasing food banks in Spain • they organised workshops/classes to debate the effects of hunger in our society • they explained that <u>to try and solve</u> the problem a global plan is needed 	3	information chats

Question			Expected response	Max mark	Additional guidance
					Do not accept:
5.			<ul style="list-style-type: none"> supporting/helping them to be responsible citizens (encouraging them) to participate in a variety of volunteering activities 	2	
6.	(a)		<ul style="list-style-type: none"> how to (become a) volunteer (in your town/city) the tasks/duties volunteers/they usually carry out the value in committing to others <p>Any 2 from 3</p>	2	functions/roles/responsibilities worth
	(b)		<ul style="list-style-type: none"> the personal benefits of getting involved in local initiatives 	1	
	(c)		<ul style="list-style-type: none"> that young people collaborate in volunteering programmes to build a fairer world 	1	

Question		Expected response	Max mark	Additional guidance
7.		<p>Assertion</p> <ul style="list-style-type: none"> • to make pupils more rounded individuals • to prepare pupils for life after school • to prepare pupils for the world of work <p>Justification</p> <ul style="list-style-type: none"> • writer exemplifies the many opportunities the pupils have to become good citizens • the writer highlights the far reaching benefits that volunteering has for the pupils and the wider society • education could not be reduced to academic subjects • International law requires it • to make people aware of what is going on in the world 	2	<p>Award 2 marks where the candidate provides a clear answer, with justification that shows an accurate reading of the text.</p> <p>Award 1 mark where the candidate provides an answer which may contain some degree of misreading, but which offers evidence of some justification.</p> <p>Award 0 marks where the candidate simply provides information to be found in the text by simply re-stating answers to previous questions.</p>

Question		Expected response	Max mark	Additional guidance
8.		<p>Translate into English:</p> <p><i>Nuestra organización . . . a nivel mundial.</i> (lines 40-43)</p>	10	<p>The translation into English is allocated 10 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.</p> <p>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>

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<p><u>Unit 1</u></p> <p><i>“Nuestra organización tiene la intención de seguir colaborando</i></p>	<p>“Our organisation intends to continue/carry-on collaborating/to collaborate</p> <p>“Our organisation has the intention of continuing to collaborate</p> <p>“Our organisation has the intention to continue collaborating/to collaborate</p>		<p>continuing collaborating...</p>
<p><u>Unit 2</u></p> <p><i>con institutos a lo largo del próximo año.</i></p>	<p>with schools throughout (the) next year.</p>	<p>through (the) next year.</p>	<p>for the length of next year. along the next year.</p>
<p><u>Unit 3</u></p> <p><i>Queremos fomentar el valor del trabajo del voluntario entre los alumnos.</i></p>	<p>We want to promote/foment the value of volunteer work amongst/in/to pupils.</p>	<p>We want to highlight ...volunteering</p>	<p>the worth of between/with/within pupils</p>
<p><u>Unit 4</u></p> <p><i>Será fundamental que hagamos un esfuerzo colectivo</i></p>	<p>It will be fundamental/essential that we make a collective effort</p>	<p>It is going to be fundamental/essential to make a...</p>	<p>It is... do an effort</p>

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<p><u>Unit 5</u></p> <p><i>tanto en nuestro entorno local como a nivel mundial".</i></p>	<p>in our local area as well as/as much as at world level".</p> <p>in our local environment/setting surroundings..."</p> <p>both in our local area and at world level".</p>		

[END OF MARKING INSTRUCTIONS]