



National
Qualifications
RESOURCE

X869/76/01

**Spanish
Reading**

Marking Instructions

Please note that these marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.



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(s)	Max mark	Additional guidance
				Do not accept:
1.	(a)	<ul style="list-style-type: none"> to travel, work or break from routine they don't want to continue straightaway with their studies they don't know what they would like to do in the future <p>Any 2 from 3</p>	2	
	(b)	<ul style="list-style-type: none"> to widen their horizons to grow as a person to postpone the responsibilities of adult life <p>Any 2 from 3</p>	2	
2.	(a)	<ul style="list-style-type: none"> to participate in activities she couldn't do in her own town 	1	
	(b)	<ul style="list-style-type: none"> to stand on her own two feet to plan her monthly budget 	2	
3.	(a)	<ul style="list-style-type: none"> to get to know his Italian roots he had grown up speaking two languages but still wanted to improve his Italian 	2	
	(b)	<ul style="list-style-type: none"> settling back into the family home he missed the freedom he had had living on his own 	2	
4.		<ul style="list-style-type: none"> spending months backpacking off the beaten track taking part in ecological volunteering programmes locally or abroad 	2	

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
5.			<ul style="list-style-type: none"> • she had studied environmental science for two years • it was useful work experience • it made her aware of the impact of environmental issues in her own country 	3	
6.			<ul style="list-style-type: none"> • they are usually more assertive when making decisions • they offer a more balanced outlook about what is really important in life 	2	

Question		Expected response(s)	Max mark	Additional guidance
7.		<p>Justification - possible answers:</p> <ul style="list-style-type: none"> • the writer tells us many positive stories from different viewpoints. • the writer gives examples of different experiences • the writer gives some negative reasons to balance his argument • the writer uses experts to back up his view • it can be a key experience for adult life • better prepares young people for life • opens their minds to other ways of life/thinking 	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(s)	Max mark	Additional guidance
8.	<p>Translate into English:</p> <p><i>Además, Silvia considera que . . . una mente más abierta.</i> (lines 22-24)</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>Además, Silvia considera que los jóvenes de hoy en día</i></p>	<p>Furthermore, Silvia considers that today's young people</p>	<p>young people nowadays</p>	
<p><u>Unit 2</u></p> <p><i>se enfrentan a la vida de un modo diferente.</i></p>	<p>have a different way of facing up to life.</p>		
<p><u>Unit 3</u></p> <p><i>Valoran la oportunidad de explorar distintas opciones</i></p>	<p>They value the opportunity to explore different options</p>		
<p><u>Unit 4</u></p> <p><i>que puedan ayudarles en el futuro.</i></p>	<p>which can help them in the future.</p>		
<p><u>Unit 5</u></p> <p><i>Sin duda tendrán una mente más abierta.</i></p>	<p>There is no doubt that they will have a more open mind.</p>		

[END OF MARKING INSTRUCTIONS]