National
Qualifications
2015

2015 Spanish Reading

New Higher

Finalised Marking Instructions

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General Marking Principles for 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, ie marks should be awarded for what is correct and not deducted for 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) Questions 1-7 require candidates to provide answers based on comprehension of information from the text. The marks available for each question range between 1-3 marks.
    (ii) Question 8 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of two marks available for reference to the text and detailed comment. 1 mark is given for reference to the text and basic comment. 0 marks will be given where candidates show little or no understanding of the overall purpose of the text.
    (iii) Question 9 is the translation. For this question candidates must translate the underlined section of the text. The section for translation will be divided into five 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) For questions that ask candidates to 'state…' or 'give', candidates must give a brief, accurate response/name.
(g) 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.
(h) For live Reading Marking Instructions, there will be a process of illustrating other acceptable answers.

Marking Instructions for each question

Section 1 - Reading

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
1.	**(a)**		• To be the first/top/best/number one/the smartest in the class • To make/keep their parents happy/to please/to satisfy their parents • Because they are fascinated by learning/to learn new things/For the fascination of learning new things/It is fascinating to learn new things/Learning new things fascinates them (Must have new things) **(Any 2 from 3)**	**2**	To be the best in the school They learn fascinating new things They are fascinated by new things (ie the omission of learning) They want to learn new things
	(b)		• Lost in a new/different atmosphere/environment/ surroundings • Overwhelmed/overloaded/with the increased amount of/more/increased quantity (of school) work/heavier amount of work/They feel the increased amount (of school) work is too much/They struggle with… **(Any 1 from 2)**	**1**	Distinct They feel lost in a new secondary school

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
2.			• They feel the need/they need/it is necessary/there is a necessity to be valued/worthy/appreciated	**2**	Valuable/price/valuated
			• They feel the need to find meaning in what they do/ They find what they do meaningful		In what they have/They need to find meaning./regrettable
			• They want to have/be surrounded by a group/gang of close friends		Nearby friends/gang (on its own)/They have a group of friends/They need to make friends/have a gang of friends around them
			• They want to spend time with them/dedicate/ devote (lots of) time to them/their friends/it		They want to dedicate a lot of time.
			(Any 2 from 4)		

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
3.			• To understand that freedom/liberty brings/involves/ comes with/has/implies responsibilities • (To understand that if they want to make their own decisions), there will be consequences of their decisions/They will have to deal with/face/live with/pay the consequences of their own decisions/to make them think about the consequences of their decisions/there will consequences derived from their decisions	**2**	The freedom of responsibilities/take the responsibility of freedom They have to cheer up. To make decisions (on their own) To make independent decisions. Ignore they have to cheer up/brighten their kids to…if the rest of the answer is correct
4.	**(a)**		• They came up against/faced more difficult/very/the most difficult work/homework/tasks/they found the work more difficult • They became overwhelmed with the work/the work was overwhelming • They (no longer) knew/didn't know how to/couldn't find time (to finish) their work/they didn't have time to finish their work **(Any 2 from 3)**	**2**	Chores Difficult work They had to find more time No longer had time to go out NB no penalty for repeated mistranslation of tareas in bullet points 1 and 3.
	(b)		• Start with what you like the least/don't like much/ least favourite/what you prefer the least • Switch/mix/merge/combine/sort between subjects that are more complicated and the ones which are easier	**2**	Start with what you don't like/what you like best/better Do less of what you like What you wanted to do Any reference to results NB Study diary/Manage their time is incorrect

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
5.			• Teacher's expectations can have a powerful effect on pupil behaviour • Have high/big expectations/aspirations of their students • (Make sure/Ensure) students participate/take part <u>actively/active</u> participation in class/participants are <u>active</u> in the classroom • Vary teaching methods/the way you teach/use a variety of teaching methods • (Progressively/gradually) increase/raise the difficulty of <u>reading material</u> **(Any 3 from 5)**	**3**	From their pupils Participate in classroom activities Change the way you teach Educational methods Lecture material/lessons Increment Make progress in the reading materials
6.			• An increase/improvement in (academic/school) performance/results/achievement(s) • Pupils know how to/can/are able to/they have learned to develop (their) linguistic/language skills/ability • It gives them confidence/they have confidence/are more confident/it makes them more confident **(Any 2 from 3)**	**2**	Academic productivity/efficiency/school's output Pupils know to develop their linguistic skills Pupils are developing/have developed/developed their linguistic skills. Linguistic habits Proper trust

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
7.	(a)		• Because they (already) have everything/all they want • (Because) this/the idea/it bores them/It generates boredom/The idea is boring/tedious **(Any 1 from 2)**	**1**	Get everything/anything they want Know everything It is generally boring
	(b)		• (They are studying to learn) to think for themselves/so they can think for themselves/(to learn and) to think for themselves/they have to/must think for themselves • (They must educate/train/shape themselves/must study/learn)/to be useful to society/make themselves useful to society/they must become useful for society/they must develop skills to be useful to society **(Any 1 from 2)**	**1**	Learn about yourself

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
8.			Illustrative answers • The author thinks that parents and teachers should employ a range of strategies to motivate teenagers. (Assertion) He tells us about Rocío Rodríguez who helped her daughters by suggesting strategies and giving advice on how to cope with their work./He tells us about Paco Bernabéu Martínez who implemented motivational strategies in his classroom. (Justification) • The author's opinion is that there are many strategies to motivate teenagers. (Assertion) He outlines what parents should do to motivate their children./He talks about the findings of a recent study which gives advice to teachers. (Justification) • Overall the writer thinks that it is important to find strategies to motivate teenagers. (Assertion) He gives examples of instances where strategies employed by teachers have had positive results. (Justification)	**2**	
				(20)	

Question			Expected Response(s)	Max Mark	Additional Guidance
9.			**Translate into English:** **"La falta … concentración"(lines 14 to 17)** **Translation** **La falta de atención es otro problema que algunos profesores han observado:** Lack of attention is another problem which some teachers have noticed/ the/a lack of attention/(a) failure to pay attention have observed/have seen/have noted several teachers/teachers **(2 marks)** Absence of attention A low attention span A loss of attention Loss/lack of concentration And some teachers have noticed it **(1 mark)** The attention fault Fault/flaws/a lacking A low intention span The problem of concentration In other problems Have saw/observe And some teachers have noticed Many teachers/Student teachers **(0 marks)**	**10**	The translation into English is allocated 10 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.

Question			Expected Response(s)	Max Mark	Additional Guidance
			Dicen que es cada vez más difícil They say it is more and more difficult/It is said that… It is increasingly difficult/it is becoming harder and harder/it is becoming more and more difficult/it is becoming/getting more and more difficult/ it is ever more difficult **(2 marks)** It is getting more difficult/it is becoming more difficult/it is getting harder **(1 mark)** Omission of dicen que Each time/every time/at times It is more difficult **(0 marks)** **conseguir que los adolescentes se concentren en un proyecto escolar.** to get teenagers to concentrate on a school project. To make teenagers concentrate…/to get teenagers concentrating on a school project/the teenagers/make sure the teenagers are concentrating/ keep teenagers focused on a school project/school work **(2 marks)** To get teenagers concentrated on a school project Young people/in a school project/school projects/a school plan **(1 mark)** To concentrate in school/obtain/achieve To get the adolescents' concentration/to get teenagers that/who concentrate on/to assure that… The school project/screens/the school plan **(0 marks)**		

Question			Expected Response(s)	Max Mark	Additional Guidance
			Esto es porque están acostumbrados a ver programas de televisión breves, This is because they are used to watching short television programmes, They are accustomed to watching…/they will be used to…/seeing/television shows/brief/short programmes Accept mis-spelling of programmes **(2 marks)** Accustomed to watch **(1 mark)** They were used to watching/they were usually…/they used to watch… They are used to watching tv/watching tv briefly omission of short **(0 marks)** **y a usar las redes sociales que requieren un bajo nivel de concentración** and using social networks which require a low level of concentration. a low concentration level/a short concentration span/and using Social networks requiring a low level of concentration/social media/low levels of concentration **(2 marks)** A small/short/lower level/a small amount that they require a low level of concentration for **(1 mark)** Lowest level/which does not require a lot of concentration/social networks require a low level of concentration/standard of concentration **(0 marks)**		

[END OF MARKING INSTRUCTIONS]