



2011 Spanish

Higher – Reading and Directed Writing

Finalised Marking Instructions

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2011 Spanish Higher: Reading

Marking Key

The comprehension questions are designed to find out whether the candidates have understood the main points of the passage, including where appropriate something of the author's purpose in writing the text.

In the marking schemes which follow, a bullet point designates information required for the award of 1 mark; an underlined word or concept must be evident within an answer before the mark can be awarded.

To assess an answer, tick each piece of information which constitutes a correct point. If the information is subsequently contradicted in the same answer, put a cross through the relevant tick. Similarly, if correct information is accompanied in the same answer by information which shows lack of real understanding, put a cross through the relevant tick.

No marks can be awarded in a sentence whose overall meaning is unclear.

The inclusion of irrelevant information in an answer should not be penalised unless it contradicts the text.

If information required but not given in answer to one question appears in answer to a different question, it cannot be credited with any marks unless it would also correctly answer that question.

The total mark awarded for each question should be written on the inside margin, at the end of the relevant question.

When the comprehension questions have been marked, marks should be totalled and written on the inside margin as a mark out of 20.

Section I – General Points

Correct points should be marked with a tick and the total number of marks written in the inside margin after each heading.

No marks should be given for points written under a different heading unless they would also answer that heading. In such a case the mark should be transferred to the total for the heading under which the mark was originally allocated. Where candidates list irrelevant information, no credit should be given for this, even if there is some correct information in the middle of it.

The total number of marks scored should be written in the inner margin at the end of Section I.

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Questions/Acceptable answers		Additional acceptable answers	Unacceptable answers
2.	<p>(a) What are the “Vacaciones Alternativas” as described in the first sentence of the second paragraph?</p> <p>1 mark</p> <ul style="list-style-type: none"> Programmes which send students to needy communities where they work as volunteers/ in service to the community 	<p>Programmes which place.. Programmes which locate.. Programmes where students are situated...</p> <p>Poor communities Deprived communities Disadvantaged communities Communities in need Communities that need help</p> <p>Community service</p>	<p>Programmes which find ... Programmes which position...</p> <p>Necessary communities Communities In need of people to work as volunteers</p> <p>Communal services</p>

Questions/Acceptable answers		Additional acceptable answers	Unacceptable answers
(b)	<p>What types of challenges are the student volunteers set on these projects? Give details of two challenges. 2 marks</p> <ul style="list-style-type: none"> • (Help) rebuild houses in neighbourhoods destroyed by natural disasters • Work as tutors for migrants working on farms • Work in refuges for homeless people <p>(2 from 3)</p>	<p>Reconstruct Build areas</p> <p>act as tutors.. tutoring migrants..</p> <p>Emigrants Immigrants Migrant workers</p> <p>Shelters People without homes</p>	<p>..affected by.. disasters</p> <p>Guardians Teach the immigrants how to work on farms</p>

Questions/Acceptable answers		Additional acceptable answers	Unacceptable answers
(c)	<p>What sorts of projects are students sent abroad to help out with? 2 marks</p> <ul style="list-style-type: none"> (Work related to) nature conservation Help communities devastated by AIDS or poverty 	<p>Natural environment conservation Natural world conservation Nature conservation projects Nature preservation Preserving nature</p> <p>Infected by.. Ravaged by.. Devastated from Damaged by..</p> <p>Aids HIV</p> <p>AIDS and poverty</p>	<p>Conservation of the nature Conservationists of nature Environment Natural conservation Wildlife Protect nature</p> <p>Devastated communities from AIDS or the poor Communities dealing with AIDS or the poor</p> <p>..affected by..</p> <p>SIDA</p>

Questions/Acceptable answers		Additional acceptable answers	Unacceptable answers
3.	<p>What is an advantage of the “Vacaciones Alternativas” according to Marta Cole? Give details.</p> <p style="text-align: right;">2 marks</p> <ul style="list-style-type: none"> Great way to experience another culture If you/students don't have resources or time to study abroad (during school year) 	<p>Good way Great opportunity Great chance</p> <p>..other cultures ..different cultures</p> <p>Money or time Money or the means</p> <p>Foreign country</p>	<p>Big way There is a big form Bigger chance to experience Great form Huge experience It allows students to experience</p> <p>Resort</p> <p>Foreign studies</p> <p>Another country</p>

Questions/Acceptable answers		Additional acceptable answers	Unacceptable answers
4.	<p>(a) Now read lines 44-69 and answer questions 4-5</p> <p>What happened to the people of the farming community of Lamont last January? Give details. 1 mark</p> <ul style="list-style-type: none"> Lost their jobs due to freeze (cold weather) which hit the region 	<p>Due to the region being cold</p> <p>Cold spell Extreme cold</p> <p>Gripped Whipped Lashed Struck Froze Swept Battered</p> <p>The freeze over the region</p> <p>Area</p>	<p>Lost employees</p> <p>Due to the cold.</p> <p>Beat Calamity</p>
	<p>(b) What does Joseph Dempsy find incredible about the situation so close to home? 1 mark</p> <ul style="list-style-type: none"> That there is a town near them which is (virtually) like a third world country 	<p>Village Lamont, which is nearby/ 2 hours away, is like ..2 hours away Developing world</p>	<p>People Place city It is a town</p> <p>It looks like..</p>

Questions/Acceptable answers		Additional acceptable answers	Unacceptable answers
5.	(a) What did Kelly Leonard like most about her experience in Lamont? 1 mark <ul style="list-style-type: none"> Sharing day to day activities with the families she/they lived with for seven days 	Taking part Doing Daily activities Everyday activities For a week	Comparing Activities everyday Any other number
	(b) What has happened as a result of her stay there? 1 mark <ul style="list-style-type: none"> That she has another mum and three little brothers (and sisters) 	Second mum Mom Mother Small brothers Wee brothers Young(er) siblings	Brothers (on its own) Sisters Half brothers Step brothers Siblings

Questions/Acceptable answers		Additional acceptable answers	Unacceptable answers
6.	<p>Now read the rest of the passage which deals with “campos de trabajo” or work camps in Spain and answer questions 6-9</p> <p>Why does Raúl Perales say the “campos de trabajo” are more than just work camps? 2 marks</p> <ul style="list-style-type: none"> Activities which are carried out in unselfish way Bring benefits to the community 	<p>Which are undertaken</p> <p>Selflessly Unselfishly In a selfless way</p> <p>They have great benefits for the community Brings advantages... Activities which benefit the community It's beneficial to the community</p>	<p>Realise</p> <p>Lack of interest Disinterested Uninterested</p> <p>Carries benefits Try to benefit</p>

Questions/Acceptable answers		Additional acceptable answers	Unacceptable answers
7.	<p>Why does Milagros think that her experiences have been great? 2 marks</p> <ul style="list-style-type: none"> (She has enjoyed herself/it and) she has learned a lot from people she has met Both from her fellow workers and from the people they have helped 	<p>With the people</p> <p>She has got to know She knew</p> <p>..people she has helped</p>	<p>About the people</p>

Questions/Acceptable answers		Additional acceptable answers	Unacceptable answers
8.	<p>(a) According to Lázaro, what do people find difficult to understand? 1 mark</p> <ul style="list-style-type: none"> That he gives of his time and resources free of charge and voluntarily to help others 	<p>Gives up his time.. He gives a great deal ..unpaid ..for free</p>	<p>Gratuitous Gratitude recourses</p>
	<p>(b) For what reasons does he advise everyone to get involved as a volunteer in the work camps? 2 marks</p> <ul style="list-style-type: none"> You get more out of it than you put into it (That you experience how) sharing life enriches you as a person 	<p>Get back more than you give Gain.. You receive more than what you give You get more than what you give</p> <p>Sharing your life.. ..makes you a better person ..you grow as a person</p>	<p>The more you give the more you receive The more you do It's better to give than receive You get a lot out of it More than you accept</p> <p>..is rewarding for you as a person ..builds you as a person ..you grow up as a person Enriching person Enriching other people</p>

Questions/Acceptable answers		Additional acceptable answers	Unacceptable answers
(c)	<p>What opinion does Lázaro express in the last sentence of the passage? 1 mark</p> <ul style="list-style-type: none"> (Wasting/spending time) getting sunburnt on the beach brings you nothing 	<p>Getting burned on the beach</p> <p>Doesn't.. ..help you at all ..gain you anything ..do anything for you ..give you anything ..give him anything ..provide you with anything ..teach you anything ..contribute anything to you ..do you any really good</p>	<p>Tanning Sunbathing Getting tanned</p> <p>Doesn't ...help you at all</p> <p>..provide anything</p> <p>..contribute anything Contributes to nothing</p>

Total 20 marks

Translation into English

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.

Category	Mark	Description
Good	2	Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.
Satisfactory	1	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.
Unsatisfactory	0	The candidate fails to demonstrate sufficient understanding of the essential information and relevant details. Errors may include mistranslation and/or the failure to translate relevant details.

10. Translate into English the underlined section:

Traduce al ingles "Cada vez más estudiantes... en programas populares en varios paises." Lines 27 – 35

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
Cada vez más estudiantes, e incluso trabajadores profesionales.	<p>More and more students, and even (also) professional workers</p> <p>Increasingly more students</p> <p>professionals</p>	<p>Increasingly, students..</p> <p>working professionals full time workers</p>	<p>every time each time all the time</p> <p>more students lots of students</p> <p>including</p> <p>hardworking professionals</p>

10. Translate into English the underlined section:

Traduce al ingles "Cada vez más estudiantes... en programas populares en varios paises." Lines 27 – 35

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
quieren participar en proyectos a corto plazo de este tipo.	<p>want to participate in short term projects of this type</p> <p>want to take part</p> <p>a short term project this kind of short term project</p> <p>like this like these of this kind</p>	<p>wants to take part</p> <p>the short term projects projects short term projects in the short term projects over a short period</p> <p>of a short period for a short time short duration short time</p> <p>those types that type these types</p>	<p>wanted to take part decide to take part are taking part in would like to take part</p> <p>plans kinds of projects short projects</p> <p>in a short time a short distance</p>

10. Translate into English the underlined section:

Traduce al ingles "Cada vez más estudiantes... en programas populares en varios paises." Lines 27 – 35

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>"Así podrán hacer algo útil e importante en una o dos semanas".</p>	<p>In this way, they will be able to do something useful and important in/for one or two weeks.</p> <p>that way this way thus so</p> <p>important and useful useful and significant</p>	<p>like this</p> <p>they are able to they can they will do</p>	<p>also therefore this</p> <p>they could do they would do you will be able to.. you can..</p> <p>make</p>

10. Translate into English the underlined section:

Traduce al inglés “Cada vez más estudiantes... en programas populares en varios países.” Lines 27 – 35

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
comentó Pablo Santos de una organización internacional	commented Pablo Santos of/from an international organisation		
	said remarked	comments says discussed	commentated
	one international organisation	a international organisation at an international organisation	the international organisation from one of the international organisations

10. Translate into English the underlined section:

Traduce al ingles "Cada vez más estudiantes... en programas populares en varios países." Lines 27 – 35

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
que coloca estudiantes en programas populares en varios países	<p>which places students in popular programmes in various/several countries</p> <p>that places that puts who places who puts that finds placements for gets students into</p>	<p>which place</p>	<p>who placed which arranges</p> <p>other countries different countries several/various places</p>

Higher Writing

Task: Directed Writing, addressing 6 bullet points.

- | | | |
|---------------------|---|--|
| Assessment Process: | 1 | With reference to <i>Content, Accuracy and Language Resource</i> , assess the overall quality of the response and allocate it to a pegged mark. |
| | 2 | Check that all 6 bullet points have been addressed. |
| | 3 | Deduct 2 marks (ie single marks, not pegged ones) for each bullet not addressed, up to a maximum of 2 bullets. If 3 or more bullets have not been addressed, the mark must be 0. |

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	15	<ul style="list-style-type: none"> • All bullet points are covered fully, in a balanced way, including a number of complex sentences. • Some candidates may also provide additional information. • A wide range of verbs/verb forms, tenses and constructions is used. • Overall this comes over as a competent, well thought-out account of the event which reads naturally. 	<ul style="list-style-type: none"> • The candidate handles all aspects of grammar and spelling accurately, although the language may contain some minor errors or even one more serious error. • Where the candidate attempts to use language more appropriate to post-Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression. 	<ul style="list-style-type: none"> • The candidate is comfortable with almost all the grammar used and generally uses a different verb or verb form in each sentence. • There is good use of a variety of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order. • The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. • The language flows well.
Good	12	<ul style="list-style-type: none"> • All bullet points are addressed, generally quite fully, and some complex sentences may be included. • The response to one bullet point may be thin, although other bullet points are dealt with in some detail. • The candidate uses a reasonable range of verbs/verb forms and other constructions. 	<ul style="list-style-type: none"> • The candidate generally handles verbs and other parts of speech accurately but simply. • There may be some errors in spelling, adjective endings and, where relevant, case endings. • Use of accents may be less secure. • Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately. • There may be minor misuse of dictionary. 	<ul style="list-style-type: none"> • There may be less variety in the verbs used. • Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. • In one bullet point the language may be more basic than might otherwise be expected at this level. • Overall the writing will be competent, mainly correct, but pedestrian.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	9	<ul style="list-style-type: none"> The candidate uses mainly simple, more basic sentences. The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. In some examples, one or two bullet points may be less fully addressed. In some cases, the content may be similar to that of good or very good examples, but with some serious accuracy issues. 	<ul style="list-style-type: none"> The verbs are generally correct, but basic. Tenses may be inconsistent, with present tenses being used at times instead of past tenses. There are quite a few errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in the use of accents. Some prepositions may be inaccurate or omitted eg I went the town. While the language may be reasonably accurate in three or four bullet points, in the remaining two control of the language structure may deteriorate significantly. Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses. 	<ul style="list-style-type: none"> The candidate copes with the past tense of some verbs. A limited range of verbs is used to address some of the bullet points. Candidate relies on a limited range of vocabulary and structures. When using the perfect tense, the past participle is incorrect or the auxiliary verb is omitted on occasion. Sentences may be basic and mainly brief. There is minimal use of adjectives, probably mainly after “is” eg The boss was helpful. The candidate has a weak knowledge of plurals. There may be several spelling errors eg reversal of vowel combinations.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Unsatisfactory	6	<ul style="list-style-type: none"> • In some cases the content may be basic. • In other cases there may be little difference in content between Satisfactory and Unsatisfactory. • The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as <i>to be, to have, to play, to watch</i>. • While the language used to address the more predictable bullet points may be accurate, serious errors occur when the candidate attempts to address the less predictable areas. • The Directed Writing may be presented as a single paragraph. 	<ul style="list-style-type: none"> • Ability to form tenses is inconsistent. • In the use of the perfect tense the auxiliary verb is omitted on a number of occasions. • There may be confusion between the singular and plural form of verbs. • There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order. • Several errors are serious, perhaps showing mother tongue interference. • There may be one sentence which is not intelligible to a sympathetic native speaker. • One area may be very weak. • Overall, there is more incorrect than correct. 	<ul style="list-style-type: none"> • The candidate copes mainly only with the predictable language required at the earlier bullet points. • The verbs “was” and “went” may also be used correctly. • There is inconsistency in the use of various expressions, especially verbs. • Sentences are more basic. • An English word may appear in the writing or a word may be omitted. • There may be an example of serious dictionary misuse.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	3	<ul style="list-style-type: none"> The content and language may be very basic. However, in many cases the content may be little different from that expected at Unsatisfactory or even at Satisfactory. 	<ul style="list-style-type: none"> Many of the verbs are incorrect or even omitted. There are many errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in spelling and word order. Prepositions are not used correctly. The language is probably inaccurate throughout the writing. Some sentences may not be understood by a sympathetic native speaker. 	<ul style="list-style-type: none"> The candidate cannot cope with more than one or two basic verbs, frequently “had” and “was”. The candidate displays almost no knowledge of past tenses of verbs. Verbs used more than once may be written differently on each occasion. The candidate has a very limited vocabulary. Several English or “made-up” words may appear in the writing. There are examples of serious dictionary misuse.
Very Poor	0	<ul style="list-style-type: none"> The content is very basic OR The candidate has not completed at least three of the core bullet points. 	<ul style="list-style-type: none"> (Virtually) nothing is correct. Most of the errors are serious. Very little is intelligible to a sympathetic native speaker. 	<ul style="list-style-type: none"> The candidate copes only with “have” and “am”. Very few words are correctly written in the foreign language. English words are used. There may be several examples of mother tongue interference. There may be several examples of serious dictionary misuse.

What if....?	
the candidate only addresses one part of one of the introductory, predictable bullet points?	In such a case the candidate is deemed to have not addressed the bullet points and a 2 mark penalty is made (ie 2 marks are deducted from the final mark awarded). This procedure applies at all categories.
some bullet points fit into one category but others are in the next, lower category?	<p>It is important to look carefully at which bullet points are better addressed.</p> <p>If the better sections include the more predictable bullet points, the marker is less likely to be generous than if the unpredictable bullet points are of a better quality. If there is a serious decline after the initial bullet points, a lower mark must be awarded.</p> <p>It is also important to consider the balance of the bullet points. Sometimes a candidate writes twice as much about the opening bullet points – or even bullet points which are not there – than for the four remaining bullet points. In such cases, the lower mark being considered should be awarded.</p>
the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass?	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than wrong, then it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.
the Directed Writing, from the point of view of content, looks as if it belongs in a top category, but where accuracy is concerned, contains some possibly serious grammatical errors in more basic structures as a result of using relatively advanced structures combined with a less than confident knowledge of the more basic structures?	This is a case where the candidate is more adventurous, but less accurate. It is always important to assess what it is the candidate <u>can</u> do, and thus highlight the positive. However, in such cases, it is likely that the candidate will be awarded 9.

[END OF MARKING INSTRUCTIONS]