



National
Qualifications
2022

2022 Spanish

Reading

Higher

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(s)	Max mark	Additional guidance
					Do not accept:
1.	(a)		<ul style="list-style-type: none"> to support academic mobility/movement/travel/mobilisation (for students) within the EU develop European values/Europe's values among young people 	2	<p>to motivate academically to support academic motivation</p> <p>to explain European values to... to develop the values of European young people securities/value/bond(s)/courage/investments among kids/among children/among teenagers</p>
	(b)		<ul style="list-style-type: none"> reserving/saving places/spaces/placements for exchange students 	1	<p>reserving seats/reserving squares/reserving rooms reserving places for students in the exchange interchange/international students</p>
2.	(a)		<ul style="list-style-type: none"> it depends on the course/degree you are studying/doing a minimum of three months and no more than a year 	2	<p>it depends on the career/classes/paths/races you are studying</p> <p>better than a year</p>
	(b)		<ul style="list-style-type: none"> for the expenses/cost(s) of an exchange the months (spent) abroad are not cheap first time students live independently/living on their own/doing stuff for themselves <p>Any 2 from 3</p>	2	<p>for months the exchange programme normally was not cheap</p> <p>pay their own bills/live with a budget/living from their own savings/live from their own account</p>

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
3.	(a)		<ul style="list-style-type: none"> everything is written/all the writing is in that/the native language there is no other way/it's the only way to communicate your interest (for the language) will increase as you use it daily/everyday/for everyday things 	3	<p>everything is written in a different language everyone writes in the language</p> <p>your interest (for the language) will increase using things day-to-day (omission of it)/ continuous tasks/business affairs/regular things</p>
	(b)		<ul style="list-style-type: none"> learning another language goes beyond asking for food in a restaurant (with his knowledge of English), he could immerse himself in/enter into another culture he managed to connect/he could connect/he connected directly with the Scottish people he met/got to know/knew it doesn't matter where you were/he was born to make/have good friends <p>Any 3 from 4</p>	3	<p>get to know/got to know/fit into/be part of</p> <p>it brought a connection immediately</p>
	(c)		<ul style="list-style-type: none"> he was embarrassed/ashamed/shamed shy to speak in public 	1	<p>he was a disgrace speaking in public it was scary speaking in public</p>

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
4.			<ul style="list-style-type: none"> it strengthens/fortifies your independence and ability/capacity to take decisions/makes you more independent it will make you more responsible with your money, time and routines taking control/charge/taking the reins of your life will reinforce your self-esteem 	3	<p>to makes you/gives you independence (without more detail)</p> <p>self-confidence</p>
5.			<ul style="list-style-type: none"> they stay/lodge in family homes/in a family house/with host families 	1	<p>they stay in their family ... who are lodged with family</p>

Question			Expected response(s)	Max mark	Additional guidance
6.			<p>Assertion: Erasmus has been a success</p> <p>Justification - Possible answers:</p> <ul style="list-style-type: none"> • it's a unique experience (<i>headline</i>) • it's an unforgettable experience (<i>line 2</i>) • it has endless benefits both academic and personal (<i>lines 2-3</i>) • they are able to expand their studies (<i>lines 11-12</i>) • it awakens their language interest (<i>line 18</i>) • millions of families have travelled all over Europe (<i>lines 36 - 37</i>) • directly quotes/gives examples of real people who have benefitted from Erasmus. • use of positive language throughout the text 	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
7.			<p>Translate into English:</p> <p><i>Pasar un año escolar y escribe en inglés.</i> (lines 42–45)</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
<u>Unit 1</u> “Pasar un año escolar en Estados Unidos ha sido muy satisfactorio para nuestra hija.	Spending a school year in the United States has been very satisfactory for our daughter. one school year/an academic year... in the USA/America/the States child/girl has been very satisfying...	to spend... spending a year studying... was	she spent ...a scholar year ...is very satisfactory ...enjoyable/good/rewarding/successful/beneficial ...gave a lot of satisfaction to spend a year in the school ...my daughter ...son passing a year... ...new daughter/children
<u>Unit 2</u> La familia con la que vivió, trató a Gloria como a una de las suyas.	The family she lived with treated Gloria as one of their own. the family she stayed with... the family with whom she lived... the family that she lived with... ...like one of them. ...like one of theirs. ...like family	...she was living with... the family which she lived with... dealt with	I lived with... ...lives ...her own

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 3</u> Desde que volvió a casa, hemos visto que	Since she came home we have seen we have seen that/how since she returned home... since she came back home, ...we have noticed that...	from her return home... since returning home...	after/until she came home ...we can see... we are aware that
<u>Unit 4</u> nuestra hija ya es mucho más madura	our daughter is now much more mature our daughter is already much more mature our child/girl ...a lot more mature is much more mature now	omission of now/already	omission of much has much matured became much more mature ...soon... new girl/daughter (no further penalty for repeated error - Unit 1)
<u>Unit 5</u> y con qué fluidez habla y escribe en inglés”.	and how fluently she speaks and writes in English. and how she speaks fluently and writes in English. with what fluency she speaks and writes in English. and how fluently she is talking and writing in English. and she speaks and writes in English so fluently.	and she speaks and writes in English fluently and she can fluently speak and write in English with fluency can talk and write in English and fluent in speaking and writing in English and how fluently speaks and writes in English (omission of she)	with that fluency with that she fluently... with fluidity ...spoke and wrote...

[END OF MARKING INSTRUCTIONS]