



National
Qualifications
2023

2023 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"> it's one of the most important/biggest/most significant concerns/worries/issues (of young Spanish people) 	1	It's a more important concern It's a/the very important concern
	(b)		<ul style="list-style-type: none"> shortage/scarcity of drinking/drinkable water increase/rise in flooding and forest fires/wildfires speeding up/acceleration/the rate of melting/thawing glaciers <p>Any 2 from 3</p>	2	water defrosting
2.	(a)		<ul style="list-style-type: none"> launched/started/initiated put forward media campaigns/campaigns in the media organised peaceful demonstrations/protests/mass meetings in all/every/throughout Spanish cities 	2	determined/thrown a media campaign social media manifestations/meetings
	(b)		<ul style="list-style-type: none"> I believe in a better/improved world we/you can't ignore global warming/don't ignore global warming/we are not going to ignore global warming this planet/earth is the only one we have/we only have one planet/there is only one earth <p>Any 2 from 3</p>	2	can't ignore a global crisis this is a unique planet this is the only thing we have
3.	(a)		<ul style="list-style-type: none"> governments start to take effective measures/action(s)/steps (to protect the planet) 	1	to take measurements to take methods

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
	(b)		<ul style="list-style-type: none"> because they are young (they think that) they don't know what they are talking about/young people don't know what they are talking about 	1	like young people, they don't know what they're talking about
	(c)		<ul style="list-style-type: none"> city/town air is harming our lungs nobody is doing anything to find a solution/to solve it/to fix it/about it <p>Any 1 from 2</p>	1	lung/breathing problems nobody is doing anything (without a reference of solving it/solution)
	(d)		<ul style="list-style-type: none"> they feel unable to/they can't plan their long-term future/make long term plans/future ahead/a long period in the future 	1	plan ahead/to a long period/for long periods
4.	(a)		<ul style="list-style-type: none"> (importance of) making children aware of their surroundings/environment as early as possible 	1	small gestures bring about big changes sensitising
	(b)		<ul style="list-style-type: none"> (if) we look after the Earth, the Earth will look after/looks after us 	1	
	(c)		<ul style="list-style-type: none"> (start with) simple actions which can be done at a low/small cost re-use/use rainwater to water the plants <p>Any 1 from 2</p>	1	which can be realised
	(d)		<ul style="list-style-type: none"> the water you waste today/now the water wasted today you will/can/could need tomorrow/is necessary for tomorrow 	1	in the morning
5.	(a)		<ul style="list-style-type: none"> design and carry out/execute a campaign which highlights/stresses the importance of the responsible use of natural resources 	1	
	(b)		<ul style="list-style-type: none"> use of jotters/notebooks made of recycled paper the food in the school/college canteen is not served on plastic plates 	2	recyclable paper

Question			Expected response(s)	Max mark	Additional guidance
6.			<p>Assertion</p> <ul style="list-style-type: none"> nobody else is doing enough/anything <p>Justification</p> <ul style="list-style-type: none"> world leaders seem to not be doing enough (line 7) governments need to start taking action (line 20) nobody is doing anything to solve air pollution (line 24) governments and adults and doing nothing (line 45) <p>Assertion</p> <ul style="list-style-type: none"> they are worried for the future/idea of long-term planning <p>Justification</p> <ul style="list-style-type: none"> results of survey in El Entorno (line 2-3) sense of the planet dying (line 26-27) lack of certainty about sustainability of the planet (line 27) feel incapable of making long term plans (line 28) <p>Assertion</p> <ul style="list-style-type: none"> they realise how serious/urgent the situation is <p>Justification</p> <ul style="list-style-type: none"> if we don't act now, it will be too late (line 18-19) they have formed groups launching campaigns and organising demonstrations (line 10-12) example of Rosa Hernández who has been participating in demonstrations for months (line 15) Idea that there is no time left to lose (line 18) now is the moment to act (line 7) examples of organisations such as Jóvenes Verdes and Los Peque Recicladores there is still a long way to go (line 45) there will be obstacles to overcome (line 45) enthusiasm and commitment of young people (line 47) 	2	<p>Award two 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 restating answers to the previous questions.</p>

Question			Expected response(s)	Max mark	Additional guidance
7.			<p>Translate into English:</p> <p><i>Nos hemos unido aquí . . . será demasiado tarde.</i> (lines 16–19)</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
Unit 1 <i>Nos hemos unido aquí hoy</i>	We have gathered/united here today We have come/got/gotten/joined together here today	We are united/gathered We have joined here We have come here today (omission of together)	omission of today nowadays/now we have to be united here/have to unite here we unite/we gather
Unit 2 <i>para crear conciencia sobre la causa más importante de nuestras vidas.</i>	to raise/create awareness of/about/around the most important/the biggest cause/issue of our lives.	make you/people aware awareness for/on a/the very important/the more important biggest concern to our lives	make awareness consciousness (instead of awareness) an important cause
Unit 3 <i>Hay que comprender que el futuro de la Tierra está en peligro.</i>	We/one/you must/we need to/we have to understand/comprehend that the future of the/our Earth/the Earth's future is in danger/at risk.		There is understanding land
Unit 4 <i>Todo el mundo sabe que no nos queda tiempo que perder.</i>	Everyone knows that we have no time to lose. Everyone knows that we don't have time to lose/to waste/we don't have time left to lose.	The whole world knows there is no time to lose there is no remaining time to lose	All the world/ all over the world don't have much time to lose

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
Unit 5 <i>Si no actuamos ahora mismo, será demasiado tarde.</i>	If we don't act right now/at this very moment/immediately, it will be too late.	If we don't act now in this moment It could be too late We will be too late	Yes If we don't work right now

[END OF MARKING INSTRUCTIONS]