



National
Qualifications
RESOURCE

X869/77/01

**Spanish
Reading and Translation**

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 Advanced Higher Spanish Reading and Translation

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) The marks available in this paper are as follows:
 - (i) The first set of questions (worth 23 marks) in Section 1 requires candidates to provide answers based on comprehension of information from the text. The marks available for each question generally range between 1-4 marks.
 - (ii) The last question in Section 1 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 7 marks available for full reference to the text and detailed comment. Pegged marks of 5/3/1 are given for degrees of reference to the text and comment. 0 marks will be given where candidates show little or no inferential skills or understanding of the overall purpose of the text.
 - (iii) Section 2 is the translation question (worth 20 marks). For this question candidates must translate the underlined section of the text. The section for translation will be divided into 10 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.
- (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

Section 1 - Reading

| Question | | | Expected response(s) | Max mark | Additional guidance |
|----------|-----|--|--|----------|---------------------|
| | | | | | Do not accept: |
| 1. | (a) | | <ul style="list-style-type: none"> a quarter of people suffering from hunger could be fed with what European homes, supermarkets and restaurants throw out | 1 | |
| | (b) | | <ul style="list-style-type: none"> because of a lack of foresight/forward planning because the food is not as perfect as the consumer demands simply because of negligence | 3 | |
| 2. | (a) | | <ul style="list-style-type: none"> it puts food businesses like cafés, bakeries or greengrocers in touch with consumers | 1 | |
| | (b) | | <ul style="list-style-type: none"> the buyer goes away with the surplus food at a reduced price to avoid wasting food in good condition which has not been sold | 2 | |
| 3. | (a) | | <ul style="list-style-type: none"> it helps them to turn losses into gains they might get an extra sale when the product is being collected | 2 | |
| | (b) | | <ul style="list-style-type: none"> they are able to recoup the cost of the left over produce it helps them to plan for the amount of food they need for the future | 2 | |
| 4. | | | <ul style="list-style-type: none"> to evaluate the excessive eating habits of developed society to avoid huge amounts of food ending up in bins to reduce the social and environmental impact of food waste | 3 | |
| 5. | | | <ul style="list-style-type: none"> they need a significant number of clients when they download the app, they will be charged | 2 | |

| Question | | | Expected response(s) | Max mark | Additional guidance |
|----------|--|--|--|----------|---------------------|
| | | | | | Do not accept: |
| 6. | | | <ul style="list-style-type: none"> there are deep-rooted prejudices which hinder the growth of the app some think that the food is of worse quality (some think that) only the less well-off will take advantage of this type of food | 3 | |
| 7. | | | <ul style="list-style-type: none"> more than 30 establishments from across the city have signed up to/joined the app it has been downloaded by over 2,200 users it is the start of a great initiative in contributing to the reduction of food waste it is generating value for businesses, customers and the planet | 4 | |

| Question | | | Expected response(s) | Max mark | Additional guidance | |
|----------|--|--|---|----------|---------------------|--|
| 8. | | | <ul style="list-style-type: none"> to highlight the issue of food waste and how big an issue it is in today's society food waste is an issue for the developed world which stands in stark contrast to the number of people suffering from hunger to show that food waste contributes to environmental issues to illustrate ways that apps can help to reduce food waste to demonstrate that apps can help food establishments and customers alike use of statistics in relation to people starving and environment use of direct speech to substantiate positive response to app/ widespread appeal of app arguments from the co-founders of the app example of restaurant owner, Carlos Soler, and benefit of app for his business use of positive language <i>lo atractivo</i> still some struggles to overcome for example, <i>los prejuicios, hay que hacer un esfuerzo</i> | 7 | Pegged marks | Criteria |
| | | | | | 7 OR 5 | The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Expected response(s) column, or any other equally appropriate response. |
| | | | | | 3 OR 1 | The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences. |
| | | | | | 0 | The candidate's answer simply provides information to be found in the text with no attempt to draw inferences. |

Section 2 - Translation

| Question | | | Expected response(s) | Max mark | Additional guidance |
|----------|--|--|---|----------|---|
| 9. | | | <p>Translate the underlined section into English: (lines 46-52)</p> <p><i>Las consecuencias ... los Estados Unidos y China.</i></p> | 20 | <p>The translation into English is allocated 20 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.</p> <p>2 - Good: Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.</p> <p>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.</p> <p>0 - Unsatisfactory: The candidate fails to demonstrate sufficient understanding of the essential information.</p> |

| Text | Good - 2 | Satisfactory - 1 | Unsatisfactory - 0 |
|---|---|------------------|--------------------|
| Unit 1 <i>Las consecuencias del despilfarro de comida no están exclusivamente ligadas a la escasez de alimentos</i> | The consequences of food waste are not exclusively linked to the shortage of food | | |
| Unit 2 <i>sino que también provocan un importante derroche de recursos</i> | but also cause an important waste of resources | | |
| Unit 3 <i>tal como agua, tierra, energía, mano de obra y capital.</i> | such as water, land, energy, labour and capital. | | |
| Unit 4 <i>Además, produce emisiones de gases de efecto invernadero innecesarias,</i> | Moreover, it produces unnecessary greenhouse gas emissions, | | |
| Unit 5 <i>así contribuyendo al calentamiento global y al cambio climático.</i> | therefore/and so contributing to global warming and climate change. | | |
| Unit 6 <i>Nos explican los creadores de NiLasMigas:</i> | The creators of <i>NiLasMigas</i> explain to us: | | |
| Unit 7 <i>"Para ponerlo en perspectiva,</i> | "To put it into perspective, | | |

| Text | Good - 2 | Satisfactory - 1 | Unsatisfactory - 0 |
|---|---|------------------|--------------------|
| Unit 8 <i>si el desperdicio de comida fuera un país,</i> | if food waste were a country, | | |
| Unit 9 <i>sería el tercer mayor emisor de dióxido de carbono del mundo,</i> | it would be the third greatest emitter of CO2 in the world, | | |
| Unit 10 <i>por detrás de los Estados Unidos y China".</i> | behind the USA and China. | | |

[END OF MARKING INSTRUCTIONS]