



National
Qualifications
2026

2026 Spanish

Reading and Translation

Advanced Higher

Question Paper Finalised Marking Instructions

These marking instructions have been prepared by examination teams for use by Qualifications Scotland appointed markers when marking external course assessments.

The information in this document may be reproduced in support of Qualifications Scotland qualifications only on a non-commercial basis. If it is reproduced, Qualifications Scotland must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from Qualifications Scotland.

General marking principles for Advanced Higher Spanish Reading and Translation

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. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of 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) 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.
- (f) Credit should be given according to the accuracy and relevance of candidates' answers. Candidates may be awarded 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)		- hierarchical institutions with not much space for debate/discussion - a place where participation in decision making was not encouraged/promoted	2	institutes
	(b)		democracy and citizenship have become/are part of what they teach in schools/what you learn in schools	1	Democracy and citizenship have changed/have turned into Democracy and citizenship have returned to be taught in schools
2.	(a)		(democracy means) that the rights of citizens are respected/respecting the rights of all citizens (and implies that) all people have the same social and economic/financial opportunities	2	
	(b)		that democracy is about participating/voting in elections to elect/choose government/leaders/rulers/political leaders/governors	1	governants governing

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
3.	(a)		- someone who shows respect for the authorities/authority - always obey the laws and rules/norms/standards of society - respects the opinions of others, even when they are different - knows the history of Peru	4	even more so when they are different
	(b)		- it is their duty to always vote in elections - it is crucial that everyone pays their taxes	2	debts
	(c)		- everyone has the right to express their opinions freely - democracy and citizenship should be an integral part of the (school) curriculum in all Peruvian schools	2	show themselves citizens integrated into studies (on its own) democracy and citizenship should teach you how to
4.	(a)		promoting ethical values through/using/across various educational programmes	1	as well as educated programmes
	(b)		to help schools to develop opportunities to learn about citizenship through/and being involved in their local area/community/environment/locally	1	citizens involving their local area
	(c)		- it offers a great opportunity for young people to be involved in enriching projects (for their community) - it provides them with many learning skills - to raise awareness/creates an understanding that democracy is not an abstract concept	3	learning competences/apprenticeships

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
5.	(a)		it is an observatory of forest biodiversity and (the associated) environmental challenges/dangers	1	
	(b)		- they investigated the great variety (of species) of plants and animals that exist in the forest - they observed and noted which ones they saw on excursions during citizenship classes	2	of spaces of plants and birds
6.			(we are witnessing how) our young people are revolutionising the system - young people have an influence on government and environmental projects which positively affect Peru Any 1 from 2	1	changing

Question			Expected response(s)	Max mark	Additional guidance								
7.			The overall purpose is: • To inform the reader about what citizenship and democracy education is like in Peru and how it has been developed in a positive way. • To inform the reader of how citizenship and democracy are being taught in Peruvian schools. • To inform the reader of the positive effects/importance of teaching citizenship and democracy. • To inform the reader about the various opinions regarding democracy and citizenship education in Peru. Examples of points candidates could use: • comparison between schools in the past and schools now • in depth overview of the results of the survey and associated statistics • comparison of parental expectations of school and democracy • varying opinions on citizenship and democracy and generational differences and similarities • The statistics from a survey about what different people believe about democracy provide objective evidence. • concrete examples of La Fundación Mohme and the two projects (<i>Embajadores de la Biodiversidad & Forjar Ciudadanía</i>) • Direct quotes from the president of La Fundación Mohme and a headteacher • Positive word choice to describe the foundation such as “valores éticos” and “enriqueedores” which emphasise the positive aim of the initiative. • Positive word choice towards the end of the article (<i>éxito, transformación, revolucionando, afectan positivamente, nos da mucha esperanza</i>) • Use of the first person plural to involve the reader and add relevance (<i>nos afectan, nos dan</i>) • The writer finishes the article by highlighting the positive impact the <i>Forjar Ciudadania</i> initiative will have on society.	7	<table><tr><th>Pegged marks</th><th>Criteria</th></tr><tr><td>7 OR 5</td><td>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.</td></tr><tr><td>3 OR 1</td><td>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.</td></tr><tr><td>0</td><td>The candidate’s answer simply provides information to be found in the text with no attempt to draw inferences.</td></tr></table>	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.
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
8.			Translate the underlined section into English (lines 17-23): <i>La noción de democracia . . . en nuestro país.</i>	20	The translation into English is allocated 20 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. Award a mark for each sense unit, as follows: 2 marks - good The candidate understands and conveys essential information and relevant details, clearly and accurately, with appropriate use of English. 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. 0 marks - unsatisfactory The candidate fails to demonstrate sufficient understanding of the essential idea.

Sense Units	Good - 2	Satisfactory - 1	Unsatisfactory - 0
Unit 1 <i>La noción de democracia es mucho más que demandar derechos</i>	The notion/idea of democracy is much more/a lot more than demanding/asking for rights	so much more than demanding much more than just demanding to demand	the democracy notion the understanding of there are a lot more demands laws
Unit 2 <i>y debería incluir la responsabilidad de influir sobre las acciones del gobierno.</i>	and should include the responsibility for influencing/of influencing/having an influence over/to influence the actions of the government/government actions.	omission of and it must influence over influence on Influence about	the responsibility of influence for and should have to include more that the government's actions
Unit 3 <i>Sorprendentemente, el derecho de debatir las decisiones que nos afectan</i>	Surprisingly, the right to debate/discuss decisions/the decisions which/that affect us	the right of debating decisions	that they affect that we affect
Unit 4 <i>se menciona escasamente en la encuesta.</i>	is hardly/barely/scarcely mentioned in the survey/enquiry/study/public opinion poll.	enquiries/surveys investigation they mention scarcely	mentioned themselves
Unit 5 <i>Llama la atención que las expectativas hacia</i>	It is striking that the expectations towards/regarding/of/around	this calls/draws attention to the fact that...	it calls to attention that it calls attention to . . . it attracts attention that it raises attention

Sense Units	Good - 2	Satisfactory - 1	Unsatisfactory - 0
Unit 6 la democracia y la escuela sean muy similares.	democracy and school/schools are/were very similar/were very similar.	democracy and school can be/may be the democracy and the school so similar	will be quite
Unit 7 <i>Las madres y los padres esperan que ayuden a mejorar</i>	Mothers and fathers/The mothers and fathers hope/expect that they help/that they will help/ that they may help to improve/to better	mothers and fathers hope to help parents this	wait/wish it helps
Unit 8 <i>la calidad de vida y las oportunidades de sus hijos e hijas.</i>	the quality of life and opportunities for/of their sons and daughters.	the opportunity their children/boys and girls	
Unit 9 <i>En este contexto, la educación vuelve a ser crucial para reforzar</i>	In this context, education becomes crucial/essential again in reinforcing/strengthening /to reinforce/strengthen	education goes back to being crucial education returns to being crucial education is crucial again will become	returns to be/comes to be education turns out to be crucial turns to be
Unit 10 <i>la relación entre los ciudadanos y el Estado en nuestro país.</i>	the relationship/relations/the connection between citizens and the State in our country.	the relation of our country	citizenship this country in their own country

[END OF MARKING INSTRUCTIONS]