Exemplar Question Papers for Higher Spanish

The Exemplar Question Paper and Marking Instructions have been developed to be used by centres and candidates to prepare for question papers (exams) as part of Higher Course assessment. They show how questions from past papers can be used or amended to support candidates in their exam preparation.

The structure of the Exemplar Question Paper is aligned with the guidance in the Course Assessment Specification, which is available on the subject page (at www.sqa.org.uk/browsecfesubjects).

The questions in the Exemplar Question Paper follow the style and structure of similar questions in the Specimen Question Paper (also available on the subject page). The paper overall is designed to provide the same level of demand as the Specimen Question Paper; and the detailed Marking Instructions reflect the approach of those in the Specimen Question Paper.

The questions included in the Higher Exemplar Question Paper were, as far as possible, selected or amended from those used in past papers, in accordance with the Guidance on the use of past paper questions document**.** Care has been taken to align the information in the table below with the questions identified in the guidance document and used in the Exemplar Question Paper. Any misalignment in this information will be updated as part of our regular revisions in 2015.

If no suitable questions were available in recent past papers for reasons of sampling or because there is now new content, new questions were developed or appropriate questions were selected/adapted from other years. Details of how questions have been amended for this Exemplar Question Paper are given in the table below.

When using any past paper questions, it is important to remember that centres and candidates must take into account the generic guidance on selection and/or amendments to questions below.

- You must select questions that provide the learners with the same level of challenge as those in the Higher Specimen Question Paper.
- You may be able to use questions as published or with amendments as suggested in the columns below.
- You must use questions that adhere to the Higher general marking principles and reflect the form of detailed Marking Instructions as published in the Higher Specimen Question Paper.

If any change to a question/items is necessary, you must ensure that:

- The style and structure matches the Specimen Question Paper for Higher.
- Marking of the learner's response to the question adheres to the general marking principles in the Higher Specimen Question Paper.
- Marking Instructions are amended to reflect the style of the Higher detailed Marking Instructions.

Additional subject specific information for Higher Spanish

The table below shows which questions in the Exemplar Question Paper were selected/amended from past papers (and in what way they were amended) in accordance with the **Guidance on the use of past paper questions for Higher** document and also lists any new questions.

The Exemplar Question Paper for Higher can be found on the subject page.

Glossary of terms

Term	Explanatory Comment
Question used as published in past paper	Past paper question has been used as previously published.
Past paper question with context amended	Past paper question has been used, but the basis of the information has altered, eg in Geography, this may mean a change in context from glaciation to coasts.
Past paper question with source amended	Past paper question has been used, but the source of information is different, eg in English this may mean a different text has been used.
Past paper question with style amended	Past paper question has been used, but the style of questioning has changed. eg in Mathematics, multiple-choice questions may have been changed to a short response question.
Past paper question with structure amended	Past paper question has been used but the structure of the question has changed, eg in Physics it may mean only part of question was used with amendments to marking instructions to take account of no half marks.
New question written	This is a new area of Course content.

Reading section

Exemplar Question paper question number	Question used as published in past paper, with or without amendment to Marking Instructions	Past paper question with style amended	Past paper question with structure amended	New question written
			2013 reading text	
Text 2013			Format of reading text changed to reflect format of Specimen Question Paper Reading text has been amended to match style of questioning in Curriculum for Excellence .	
1		Question changed to match style of questioning in Curriculum for Excellence 'How' changed to 'For what reason'		
2 (a)		Question changed to match style of questioning in Curriculum for Excellence Introductory statement added		
2 (b)		Question changed to match style of questioning in Curriculum for Excellence 'Mention' changed to 'Give'		
3 (a)		Question changed to match style of questioning in Curriculum for Excellence Introductory statement added		
3 (b)		Instruction 'Give two details' added for guidance for		

		candidates		
4 (a)		Question changed to match style of questioning in Curriculum for Excellence ‘Mention in detail two things’ changed to ‘Give any two details’ Introductory statement added Number of volunteers mentioned in text reduced		
4 (b)	Question used as published in 2013 paper			
5 (a)		Question changed to match style of questioning in Curriculum for Excellence ‘Mention in detail one thing’ changed to ‘State any one example’ Introductory statement added ‘Carmen Bonilla’ changed to ‘Cristina Méndez’ for consistency		
5 (b)			Question reworded in line with modifications to the text ‘Alejandro Ramírez’ removed as opinion stated is attributed to ‘Cristina Méndez’	
6		Question changed to match style of questioning in Curriculum for Excellence ‘Mention’ changed to ‘State’		
7			Question 8 (a) and (b) from 2013 paper combined and reworded to match style of questioning in Curriculum for	

			Excellence Marking Instructions amended	
8				Overall purpose question with Marking Instructions added in line with design of Curriculum for Excellence Higher paper.
9	Translation question used as published in 2013 paper			

Directed writing section

Exemplar Question Paper task number	Task used as published in past paper, with or without amendment to Marking Instructions	Past paper task with style amended	Past paper task with structure amended	New task written
1			Directed writing from 2013 paper used with structure amended Bullet points 2 and 5 removed Bullet points 1, 3 and 4 reworded	
2				No suitable questions in past papers New directed writing scenario written in line with design of Curriculum for Excellence Higher paper

Listening section – item 1 (monologue)

Exemplar Question paper question number	Question used as published in past paper, with or without amendment to Marking Instructions	Past paper question with style amended	Past paper question with structure amended	New question written
				Listening passage New passage required as monologue was not a feature of past papers Monologue written in line with design of Curriculum for Excellence Higher paper.
(a) – (c)				New questions and Marking Instructions written
(d)				Supported overall purpose question and Marking Instructions written

Listening section – item 2 (conversation)

Exemplar Question paper question number	Question used as published in past paper, with or without amendment to Marking Instructions	Past paper question with style amended	Past paper question with structure amended	New question written
			2011 listening passage Listening passage had to be shortened because of the reduced marks available for item 2 of the paper Listening passage has been slightly amended to match	

			style of questioning in Curriculum for Excellence	
(a)		Question 4 from 2011 paper changed to match style of questioning in Curriculum for Excellence Instruction ‘State two things’ added for guidance for candidates Marking Instructions amended		
(b)		Question changed to match style of questioning in Curriculum for Excellence ‘Mention three things’ changed to ‘Give any two details about this’ Marks available reduced from 3 to 2 Marking Instructions amended		
(c)		Question changed to match style of questioning in Curriculum for Excellence Introductory statement added Instruction ‘Give any one reason’ added for guidance for candidates Marking Instructions amended		
(d)		Question changed to match style of questioning in Curriculum for Excellence ‘How’ changed to ‘In what ways’		

		‘Give details’ changed to ‘Give two details about this’ Marking Instructions amended		
(e) (i)		Question changed to match style of questioning in Curriculum for Excellence Introductory statement added. Instruction ‘State any two advantages’ added for guidance for candidates Marks available reduced from 3 to 2 Marking Instructions amended		
(e) (ii)		Question changed to match style of questioning in Curriculum for Excellence ‘What disadvantage’ changed to ‘state any one disadvantage’ Marking Instructions amended		
(f)		Instruction ‘state two details’ added for guidance for candidates Marks available increased from 1 to 2 Marking Instructions amended		

Paper 2 writing section

Exemplar Question Paper task number	Task used as published in past paper, with or without amendment to Marking Instructions	Past paper task with style amended	Past paper task with structure amended	New task written
1.	Question used as published in 2011 paper with new Marking Instructions.			