



National  
Qualifications  
EXEMPLAR PAPER ONLY

**EP31/AH/02**

**Spanish  
Listening and Discursive Writing**

Date — Not applicable

Duration — 1 hour 20 minutes

**Total marks — 70**

**SECTION 1 — LISTENING — 30 marks**

Section 1 has two parts. You will hear two items **in Spanish**. **Before you hear each item, you will have one minute to study the questions.** You will hear each item twice, with an interval of one minute between playings. You will then have time to answer the questions before hearing the next item. Write your answers clearly, **in English**, in the answer booklet provided. In the answer booklet you must clearly identify which question you are attempting.

**SECTION 2 — DISCURSIVE WRITING — 40 marks**

Write your answer clearly, **in Spanish**, in the answer booklet provided. In the answer booklet you must clearly identify which question you are attempting.

**You may use a Spanish dictionary.**

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



\* E P 3 1 A H 0 2 \*

## SECTION 1 — LISTENING — 30 marks

Attempt ALL questions

## Item 1

Listen to the item about the provision of health care in Spain, and then answer, **in English**, the questions given.

- (a) In which way will things change for most illegal immigrants in Spain after the 1st of September? 1
- (b) Which groups will qualify for help under the new legislation? 3
- (c) What does the Spanish government hope to achieve by introducing this legislation? 2
- (d) The speaker discusses the situation in countries other than Spain.
- (i) What does the speaker say about the medical care they provide for illegal immigrants? State **any one** thing. 1
- (ii) What are the aims of their provisions? State **two** things. 2
- (e) This listening passage is about the provision of health care in Spain. What is the speaker's overall purpose in talking about this subject? 1  
Choose from **one** of the following options:

1	To inform the listener about the situation of illegal immigrants and health care provision.
2	To persuade the listener that Spain should not have to provide health care to illegal immigrants.
3	To put off illegal immigrants from coming to Spain.

Write the correct number (1 or 2 or 3) in your answer booklet.

## Item 2

Now listen to Luis and Estefanía expressing their views on the health reforms in Spain, and then answer, **in English**, the questions given.

- |   |   |
|---|---|
| (a) According to Luis, in addition to illegal immigration, what are the difficulties that Spain currently faces? State <b>any three</b> things. | 3 |
| (b) What does Estefanía say about access to medical care?   | 2 |
| (c) What does Luis find unacceptable?   | 2 |
| (d) Estefanía talks about a campaign against government reforms.  |   |
| (i) Who supports the campaign?  | 1 |
| (ii) According to the campaigners, what could be the results of these reforms?  | 2 |
| (e) Luis and Estefanía go on to discuss the government's plans for health care for illegal immigrants.  |   |
| (i) What does Luis say about these plans?   | 2 |
| (ii) What problem does Estefanía see in the plans?  | 1 |
| (f) What does Luis say about the payment of taxes?  | 2 |
| (g) What does Estefanía say in defence of illegal immigrants?   | 2 |
| (h) Estefanía gives an example of what might happen because of the new health reforms. Give <b>three</b> details.                               | 3 |

**SECTION 2 — DISCURSIVE WRITING — 40 marks**

Write an essay, in Spanish, of about 250–300 words, discussing **one** of the following statements.

**3. Society**

La televisión ya no influye tanto en los adolescentes como lo pueden hacer el Internet.

**4. Learning**

Más vale seguir estudiando que empezar a trabajar joven.

**5. Employability**

Hoy en día, la mujer y el hombre son iguales en el mundo de trabajo.

**6. Culture**

El racismo se cura viajando.

**[END OF EXEMPLAR QUESTION PAPER]**



National  
Qualifications  
EXEMPLAR PAPER ONLY

**EP31/AH/12**

**Spanish  
Listening Transcript**

Date — Not applicable

Duration — 1 hours 20 minutes

**This paper must not be seen by any candidate.**

The material overleaf is provided for use in an emergency only (eg the recording or equipment proving faulty) or where permission has been given in advance by SQA for the material to be read to candidates with additional support needs. The material must be read exactly as printed.



\* E P 3 1 A H 1 2 \*



## Transcript — Advanced Higher

### Instructions to reader(s):

For each item, read the English **once**, then read the Spanish **twice**, with an interval of 1 minute between the two readings. On completion of the second reading, pause for the length of time indicated in brackets after the item, to allow the candidates to write their answers.

Where special arrangements have been agreed in advance to allow the reading of the material, those sections marked **(f)** should be read by a female speaker and those marked **(m)** by a male. Those sections marked **(t)** should be read by the teacher.

### (t) Item 1

Listen to the item about the provision of health care in Spain, and then answer, **in English**, the questions given.

**You now have one minute to study the questions for Item 1.**

**(m/f)** A partir del 1 de septiembre, para miles de inmigrantes ilegales en España ya no será gratuita la atención médica. Según la nueva legislación, el acceso al sistema sanitario público para los sin papeles será limitado a los casos urgentes, a las mujeres embarazadas y a los menores de edad. La medida que se inscribe en el plan de austeridad del Gobierno Español pretende ahorrar 500 millones de euros anuales y garantizar la sostenibilidad del Sistema Nacional de Salud.

De hecho, todos los Estados Europeos, con la excepción de España, aplican normas limitativas al acceso a la sanidad pública para los inmigrantes irregulares. En algunos casos, como en los de Suecia y Austria, esos límites implican el cierre completo. El objetivo que se busca con ese tipo de normas es doble: por un lado, se trata de contener los costes sanitarios y, por otro, de desalentar la inmigración ilegal.

*(3 minutes)*

(t) **Item 2**

Now listen to Luis (male) and Estefanía (female) expressing their views on the health reforms in Spain, and then answer, **in English**, the questions given.

**You now have one minute to study the questions for Item 2.**

- (m) Bueno Estefanía, no me extraña que el Gobierno quiera limitar el acceso a la atención médica para los inmigrantes ilegales porque España pasa por múltiples dificultades: paro masivo, destrucción de la industria, mal estado de las finanzas públicas, pobreza creciente, delincuencia extendida . . . pero para mí, de todos los males que nos afectan, la inmigración ilegal es el más grave.
- (f) Sí, pero si estamos hablando de atención médica pues yo creo que debe tener acceso a ella toda persona independientemente de su nacionalidad, raza, sexo o condición social y económica. Vamos, es un derecho humano.
- (m) Estoy de acuerdo que en un mundo ideal, todos tendríamos derecho a la sanidad pero lo que no puedo aceptar es que los sin papeles tengan una sanidad gratuita mientras que el resto de los españoles estemos pagando. En Europa la sanidad no es gratuita. Las circunstancias han cambiado a causa de la crisis y aquí ya no hay café para todos. Tenemos que pensar un poco en nosotros. ¿no te parece?
- (f) Bueno, no soy yo la única en criticar estas reformas sanitarias del Gobierno. Varias organizaciones de médicos han iniciado una campaña de objeción de conciencia a la que ya se han sumado unos 1.800 profesionales sanitarios. Rechazan las reformas por ser arriesgadas y médicamente irresponsables. Si hay enfermedades infecciosas y no se tratan, al final se va a contagiar más gente y el problema va a ser peor. Claro que la situación en España es grave pero retirar la tarjeta sanitaria a los inmigrantes indocumentados no es la solución.
- (m) Pero, mujer, no se va a dejar morir a nadie. Los inmigrantes indocumentados tendrán derecho a las urgencias, la maternidad y la atención infantil hasta los 18 años de edad. En cuanto a los otros inmigrantes pues la idea del Gobierno de que paguen una especie de seguro médico privado de 710 euros al año me parece perfectamente razonable.
- (f) Pero si son ilegales ¿de dónde sacan el dinero para pagarlo?
- (m) Pues que paguen sus embajadas o países de origen. Desde luego aquí en España no hay dinero. Somos un país arruinado y hay que priorizar. No hay ningún sistema sanitario que se sostenga sin pagar impuestos. Es imposible. El problema es que en España la tasa de paro es muy alta con unos 6 millones de personas sin trabajo. Si fuera diferente la situación económica, pues estas reformas sanitarias no serían necesarias.

**Item 2 (continued)**

- (f) ¡No seas tan exagerado! En cuanto a los impuestos pues claro, los sin papeles no los pagan porque no trabajan, vamos que no tienen trabajos legítimos pero sí están contribuyendo al mantenimiento del sistema público porque ya sólo por comprar cualquier tipo de producto (alimentos, tabaco, alcohol, ropa, etc) están pagando el IVA del producto en cuestión. Así que no me digas a mí que los sin papeles no contribuyen nada al Gobierno.
- (m) Sí, pero ese dinero no es nada en comparación con lo que se necesita para pagar la asistencia médica de millones de sin papeles.
- (f) Mira Luis, un sistema social se llama así “social” porque atiende a todos, cada uno paga lo que pueda, sea de donde sea y en el país que sea. Me da miedo pensar que si ves a una persona en la calle sangrando, en lugar de ayudarle, le pidas su pasaporte. ¡No quiero ni pensarlo, vamos!
- (t) End of recording.

**[END OF EXEMPLAR TRANSCRIPT]**



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EXEMPLAR PAPER ONLY

**EP31/AH/02**

**Spanish  
Listening and Discursive Writing**

## Marking Instructions

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These Marking Instructions have been provided to show how SQA would mark this Exemplar Question Paper.

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## General Marking Principles for Advanced Higher Spanish: Listening

*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) Award a mark to 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) Questions (a)-(d) from Item 1 and all questions from Item 2 require candidates to provide answers based on comprehension of information from the passage. The marks available for each question range between 1-3 marks.
  - (ii) Question (e) from Item 1 is the overall purpose question worth 1 mark. This is always a supported question. In this paper three answer options are given. The candidate writes their chosen option in the answer booklet. Where a candidate writes two or all three options award 0 marks.
- (e) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.
- (f) The Marking Instructions indicate the essential idea that a candidate should provide for each answer. We use the term 'or any other acceptable answer' to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.
- (g) The utmost care must be taken when entering and totalling marks. Where appropriate, all summations for totals must be carefully checked and confirmed.
- (h) For live Listening Marking Instructions, there will be a process of illustrating other acceptable answers.

Detailed Marking Instructions: Section 1 – Listening

Item 1

Question		Expected Answer(s)	Max mark	Additional Guidance	
1	a	<ul style="list-style-type: none"> <li>• medical care/attention/assistance will be no longer/not be free</li> </ul>	1	<p>Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.</p> <p>Markers should ignore extraneous material that does not contradict the answer.</p>	
	b	<ul style="list-style-type: none"> <li>• urgent/emergency cases/situations</li> <li>• pregnant women</li> <li>• minors</li> </ul>	3		
	c	<ul style="list-style-type: none"> <li>• save 500 million (euros) annually/per year</li> <li>• to guarantee sustainability of a national health service</li> </ul>	2		
	d	<ul style="list-style-type: none"> <li>• it is limited/restricted</li> <li>• Sweden and Austria provide no medical care</li> </ul> <p><i>Any one of the above points for a maximum of 1 mark</i></p>	1		
	d	<ul style="list-style-type: none"> <li>• contain/control/limit/regulate health costs</li> <li>• discourage illegal immigration</li> </ul>	2		
	e	<p>Accept either the correct number or the correct statement or both if both are correct.</p> <table border="1" data-bbox="369 1152 1124 1222"> <tr> <td>1</td> <td>To inform the listener about the situation of illegal immigrants and health care provision.</td> </tr> </table>	1		To inform the listener about the situation of illegal immigrants and health care provision.
1	To inform the listener about the situation of illegal immigrants and health care provision.				

Item 2

Question		Expected Answer(s)	Max mark	Additional Guidance	
2	a	<ul style="list-style-type: none"> <li>• <u>massive</u> unemployment</li> <li>• destruction/collapse of industry/industries</li> <li>• bad/poor state of public finance/funds</li> <li>• <u>growing</u> poverty</li> <li>• <u>widespread</u> crime</li> </ul> <p><i>Any three of the above points for a maximum of 3 marks</i></p>	3	<p>Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.</p> <p>Markers should ignore extraneous material that does not contradict the answer.</p>	
	b	<ul style="list-style-type: none"> <li>• should be for anyone/everyone/all people</li> <li>• irrespective/independent of nationality, race, sex/gender, or social/economic condition</li> </ul>	2		
	c	<ul style="list-style-type: none"> <li>• that illegal immigrants get it free /get medical care free</li> <li>• while Spanish people/we have to/must pay</li> </ul>	2		
	d	i	<ul style="list-style-type: none"> <li>• (about 1,800) health workers</li> </ul>		1
	d	ii	<ul style="list-style-type: none"> <li>• if infectious diseases are not treated</li> <li>• more people will become infected/the problem will spread/get worse</li> </ul>		2
	e	i	<ul style="list-style-type: none"> <li>• illegal immigrants should take out/pay for private medical insurance</li> <li>• 710 euros per year for medical insurance</li> </ul>		2
	e	ii	<ul style="list-style-type: none"> <li>• how will illegal immigrants find the money?</li> </ul>		1

Question		Expected Answer(s)	Max mark	Additional Guidance
	<b>f</b>	<ul style="list-style-type: none"> <li>• a health service requires taxation</li> <li>• there are (currently) 6 million unemployed</li> </ul>	<b>2</b>	
	<b>g</b>	<ul style="list-style-type: none"> <li>• immigrants contribute by buying any kind of product (or by buying food, cigarettes, alcohol, clothing – minimum of 3 for 1 point)</li> <li>• they are paying VAT</li> </ul>	<b>2</b>	
	<b>h</b>	<ul style="list-style-type: none"> <li>• (there could be a situation where) a person could be (lying) bleeding in the street</li> <li>• instead of being given help/might not get help</li> <li>• he/she is asked for their passport</li> </ul>	<b>3</b>	

## General Marking Principles for Advanced Higher Spanish: Discursive Writing

*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) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression.  
Three main aspects of the piece of writing should be considered:
  - (i) Content
  - (ii) Accuracy
  - (iii) Language resource – variety, range, structures
- (d) Using the pegged marks table, the marker should first select the row of the table in which the descriptors most closely match the candidate's piece of writing. Once that row has been identified, the assessor should follow this guidance:
  - If the evidence largely matches the descriptors across all of the aspects of the work, award the higher of the two available marks
  - If the evidence largely matches the descriptors across most of the aspects of the work, award the lower of the two marks available
- (e) If markers are in doubt about which of two adjacent rows to select: select the upper row and award the lower pegged mark in that row.
- (f) Markers can award the highest pegged mark (40) for writing even if there are minor errors. These should not detract from the overall impression.
- (g) Candidates are instructed to write 250-300 words. The General and Detailed Marking Instructions should be applied even where the length of the piece of writing falls outside this range.

## Detailed Marking Instructions: Section 2 – Discursive Writing

Mark	Content	Accuracy	Language Resource: variety, range, structures
40 or 36	<ul style="list-style-type: none"> <li>• The essay is well structured and all aspects are relevant to the title</li> <li>• The topic is addressed fully, in a balanced way</li> <li>• Overall this comes over as a comprehensive, competent, well thought-out response to the task which reads naturally</li> </ul>	<ul style="list-style-type: none"> <li>• The language is characterised by a high degree of accuracy and may show some flair</li> <li>• A comprehensive range of verbs is used accurately and tenses are consistent and accurate</li> <li>• There is evidence of confident handling of all aspects of grammar and spelling</li> <li>• Some minor errors need not detract from the overall very good impression</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is mostly complex and sophisticated</li> <li>• There is a wide range of structures and vocabulary appropriate to Advanced Higher</li> <li>• There is a comprehensive range of verbs/verb forms and tenses</li> <li>• There is good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order</li> <li>• There is extensive use of co-ordinating conjunctions and subordinate clauses throughout the writing</li> <li>• The language flows well and ideas and opinions are expressed effectively</li> </ul>
32 or 28	<ul style="list-style-type: none"> <li>• The essay has a good sense of structure and most aspects are relevant to the title</li> <li>• The topic is addressed well</li> <li>• The content is clear and well thought out</li> </ul>	<ul style="list-style-type: none"> <li>• The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher</li> <li>• A range of verbs is used accurately and tenses are generally consistent and accurate</li> <li>• Other parts of speech are used accurately</li> <li>• There are few serious errors in spelling and/or punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is generally complex and sophisticated</li> <li>• Contains a good range of vocabulary and structures appropriate to Advanced Higher</li> <li>• The candidate uses a good range of verbs/verb forms and tenses</li> <li>• There is good use of co-ordinating conjunctions and subordinate clauses throughout the writing</li> <li>• Ideas and opinions are expressed effectively</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
24 or 20	<ul style="list-style-type: none"> <li>• The essay has some sense of structure and most aspects have some relevance to the title</li> <li>• The topic is addressed adequately</li> <li>• The content is mostly clear</li> </ul>	<ul style="list-style-type: none"> <li>• The less complex language may be mostly accurate. However, in places, where the candidate attempts to use complex and sophisticated language, this may be less successful</li> <li>• The verbs are generally correct, but the range of verbs and tenses is limited</li> <li>• Spelling and punctuation are generally correct but there may be a few errors in some parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion</li> <li>• Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses</li> </ul>	<ul style="list-style-type: none"> <li>• There are some examples of complex and sophisticated language</li> <li>• Contains a reasonable range of vocabulary and structures appropriate to Advanced Higher</li> <li>• There is a limited range of verbs/verb forms and tenses</li> <li>• There are some successful attempts to use co-ordinating conjunctions and subordinate clauses</li> <li>• Ideas and opinions are expressed adequately</li> <li>• There is some dictionary misuse</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
16 or 12	<ul style="list-style-type: none"> <li>• The essay is lacking in structure and less than half of the aspects have any relevance to the title</li> <li>• The topic is addressed but in a limited way</li> <li>• The content is limited and may be presented as a single paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• The language is insufficiently accurate to convey meaning clearly and consistently</li> <li>• Ability to use verbs and form tenses accurately is inconsistent. There may be confusion between the singular and plural form of verbs</li> <li>• Although basic structures are used accurately, control of the language structure at times deteriorates significantly</li> <li>• There are errors in other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order. Several errors are serious</li> <li>• Overall there is more incorrect than correct</li> </ul>	<ul style="list-style-type: none"> <li>• There is limited use of complex and sophisticated language</li> <li>• Contains a limited range of vocabulary and/or structures appropriate to Advanced Higher</li> <li>• There is inconsistency in the use of verbs/verb forms and tenses</li> <li>• There are few successful attempts to use co-ordinating conjunctions and subordinate clauses</li> <li>• There may be examples of unidiomatic translation from English and/or examples of dictionary misuse</li> </ul>
8 or 4	<ul style="list-style-type: none"> <li>• The essay is unstructured and few aspects are relevant to the title</li> <li>• The topic is not fully addressed</li> <li>• The content is very limited</li> </ul>	<ul style="list-style-type: none"> <li>• The language is almost completely inaccurate throughout the writing and there is little control of language structure</li> <li>• Most of the verbs are incorrect. There is little evidence of tense control</li> <li>• Most basic structures are not used accurately and control of the language structure generally deteriorates significantly</li> <li>• There are frequent errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions. Overall there is more incorrect than correct</li> </ul>	<ul style="list-style-type: none"> <li>• There is little use, if any, of complex and sophisticated language</li> <li>• The essay contains a very limited range of vocabulary and structures appropriate to Advanced Higher</li> <li>• The candidate may not cope with more than one or two basic verbs/verb forms and tenses</li> <li>• Some sentences may not be understood by a sympathetic native speaker</li> <li>• There are examples of other language interference and serious dictionary misuse</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
0	<ul style="list-style-type: none"> <li>• The essay is unstructured and/or irrelevant</li> <li>• The candidate is unable to address the topic</li> </ul>	<ul style="list-style-type: none"> <li>• The language is seriously inaccurate throughout the writing and there is almost no control of language structure</li> <li>• Very few words are written correctly in the modern language</li> </ul>	<ul style="list-style-type: none"> <li>• There is no evidence of complex and sophisticated language</li> <li>• There may be several examples of other language interference</li> <li>• Very little is intelligible to a sympathetic native speaker</li> <li>• There may be several examples of serious dictionary misuse</li> </ul>

[END OF EXEMPLAR MARKING INSTRUCTIONS]