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National
Qualifications
EXEMPLAR PAPER ONLY

Mark

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EP42/H/03

Spanish Listening and Writing

Date — Not applicable

Duration — 1 hour



* EP 4 2 H 0 3 *

Fill in these boxes and read what is printed below.

Full name of centre

--

Town

--

Forename(s)

--

Surname

--

Number of seat

--

Date of birth

Day

--	--

Month

--	--

Year

--	--

Scottish candidate number

--	--	--	--	--	--	--	--	--	--

Total marks — 30

SECTION 1 — LISTENING — 20 marks

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 spaces provided.

SECTION 2 — WRITING — 10 marks.

Write your answer clearly, in **Spanish**, in the space provided.

Attempt ALL questions. You may use a Spanish dictionary.

Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.

You are not allowed to leave the examination room until the end of the test.

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

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



* EP 4 2 H 0 3 0 1 *

SECTION 1 — LISTENING — 20 marks

Attempt ALL questions

MARKS

DO NOT
WRITE IN
THIS
MARGIN

Item 1

You listen to José who talks about work.

(a) José talks about a decision he made when he turned 18.

(i) What decision did he make? State any **one** thing.

1

(ii) What did José do after leaving school? State **two** things.

2

(b) José talks about his job.

(i) What was his job?

1

(ii) What surprised him so much about his job? State **two** things.

2

(c) Why are languages important to José? State any **one** thing.

1

(d) Overall, which statement best describes José's feelings about his experience? Tick (✓) the correct statement.

1

José learned a lot from his experience	
José did not enjoy his experience	
José thinks his experience had advantages and disadvantages	



* E P 4 2 H 0 3 0 2 *

Item 2

Paula talks about her part-time job and her studies.

- (a) According to Paula, what are the advantages of her job in the cinema? State **two** things. 2

- (b) What things annoy her about the customers? Give any **two** details. 2

Paula thinks her workmates are the best thing about her job.

- (c) Why does she think this? Give any **one** reason. 1

- (d) In what ways does Paula balance work and study? Give **two** details. 2

- (e) Paula talks about the advantages and disadvantages of working.

- (i) Apart from earning money, what other advantages are there to working? State any **two** advantages. 2

- (ii) State any **one** disadvantage of working. 1

- (f) What is Paula saving up for? Give **two** details. 2



ADDITIONAL SPACE FOR ANSWERS

MARKS DO NOT
WRITE IN
THIS
MARGIN



* E P 4 2 H 0 3 0 6 *

ADDITIONAL SPACE FOR ANSWERS

MARKS

DO NOT
WRITE IN
THIS
MARGIN



* E P 4 2 H 0 3 0 7 *



National
Qualifications
EXEMPLAR PAPER ONLY

EP42/H/13

**Spanish Listening
Transcript**

Date — Not applicable

Duration — 1 hour

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 4 2 H 1 3 *

Transcript — 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

You listen to José who talks about work.

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

(m) Cuando cumplí dieciocho años tomé una decisión que cambió mi vida. Decidí irme a vivir al extranjero y buscar trabajo allí para tener una experiencia de la vida laboral.

Así que, cuando terminé el instituto me fui un verano a vivir a Edimburgo, en Escocia, para mejorar mi nivel de inglés y para independizarme más. Fue una experiencia inolvidable, me lo pasé genial y al final terminé viviendo cinco años en Edimburgo.

Conseguí un trabajo como guía turístico, haciendo visitas guiadas en español. Fue un trabajo muy interesante pero a veces difícil por las largas horas. Algo que me sorprendió fue la gran cantidad de turistas que hablaban español. Es verdad que fue una sorpresa saber que el español es tan importante en el mundo.

Mi experiencia trabajando en el extranjero me ayudó a comprender y a ver de una manera práctica el por qué hablar otro idioma es tan importante. En mi opinión nos hace desarrollar la empatía, esto es, nos hace ser menos egoístas y pensar más en los demás porque tenemos la oportunidad de vivir en otra cultura y experimentar otra manera de vida. Y esto me sucedió a mí gracias a aprender idiomas y trabajar en el extranjero.

(2 minutes)

(t) **Item 2**

Paula talks about her part-time job and her studies.

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

(f) ¡Hola, Jaime! ¿Qué tal?

(m) **Bien gracias Paula. Y tú, ¿qué tal llevas tu nuevo trabajo a tiempo parcial en el cine?**

(f) Pues me va genial Jaime, gracias. Trabajar en el cine tiene muchas cosas buenas: para empezar está muy bien pagado y a veces me dejan ver películas gratis.

(m) **Eso es genial. ¿Y qué tal el trato con los clientes?**

(f) Bueno, hay clientes muy majos, pero otros son muy maleducados. Algunos no dicen por favor, ni te dan las gracias y nunca sonríen. Además todo el mundo se queja de los precios.

(m) **Y, ¿cómo son los compañeros?**

(f) Los compañeros son lo mejor de este trabajo porque son muy graciosos y todos nos llevamos muy bien. ¡Me lo paso genial con ellos!

(m) **¡Qué bien! Pero debe de ser difícil compaginarlo con los estudios, ¿no? ¿Cómo lo haces?**

(f) No es difícil. Es una cuestión de organización. Cuando no trabajo en el cine tengo tres tardes libres y aprovecho esos días para estudiar y ponerme al día. Si algún día tengo muchos deberes me acuesto un poco más tarde, pero me da tiempo a hacerlo todo.

(m) **Ya veo que lo llevas muy bien. Además, trabajar tiene sus ventajas, ¿no?**

(f) Claro que sí Jaime. Aparte del dinero que estoy ganando, mis padres me respetan mucho más. Se dan cuenta de que soy responsable. Ahora ya no me tratan como a una niña pequeña. Además me da experiencia en el mundo del trabajo.

(m) **Bueno, ¿y qué me dices de las desventajas?**

(f) Pues también las tiene. Por ejemplo, llego a casa muy cansada, y a veces no tengo tiempo para ver a mis amigos. De todas formas, creo que las ventajas son mayores.

(m) **Claro, como el dinero. ¿Ganas suficiente para tus gastos?**

(f) Sí. También, de momento, guardo dinero para pagarme el carné de conducir y para irme a hacer un curso de idiomas en verano a Escocia.

(m) **¡Qué bien suena eso! Yo también voy a buscarme un trabajo para ahorrar e irme al extranjero a aprender idiomas. Hasta luego Paula, me alegro de verte.**

(f) Hasta pronto Jaime.

(2 minutes)

(t) **End of test**

Now look over your answers.

[END OF EXEMPLAR TRANSCRIPT]

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National
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EP42/H/03

**Spanish
Listening and Writing**

Marking Instructions

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

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General Marking Principles for 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) – (c) 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 1-2 marks.
 - ii) Question (d) from item 1 is the overall purpose question worth 1 mark. This is always a supported question. In this paper the question is presented in the form of a grid. Where a candidate ticks two or more boxes award zero 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.

Marking Instructions: Listening

Item 1

Question			Expected answer(s)	Max mark	Additional guidance
1	a	i	<ul style="list-style-type: none"> to live abroad to look a job <p><i>Any one point from the above two for 1 mark</i></p>	1	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses. Markers should ignore extraneous material that does not contradict the answer.
	a	ii	<ul style="list-style-type: none"> went to Edinburgh in order to improve his English (went to Edinburgh) to become more independent 	2	
1	b	i	<ul style="list-style-type: none"> tour guide 	1	
	b	ii	<ul style="list-style-type: none"> the big number of Spanish-speaking tourists he had not realised the worldwide importance of Spanish 	2	
1	c		<ul style="list-style-type: none"> makes us develop empathy makes us less selfish makes us think more of others <p><i>Any two points from the above three for 2 marks</i></p>	2	
1	d		<ul style="list-style-type: none"> José learned a lot from his experience 	1	

Item 2

Question			Expected answer(s)	Max mark	Additional guidance
2	a		<ul style="list-style-type: none"> • (very) well paid • let her see films for free 	2	<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>
2	b		<ul style="list-style-type: none"> • don't say please • don't say thanks • never smile • complain about the prices <p><i>Any two points from the above four for 2 marks</i></p>	2	
2	c		<ul style="list-style-type: none"> • they are very funny • she gets on really well with them • she has a great time with them <p><i>Any one point from the above three for 1 mark</i></p>	1	
2	d		<ul style="list-style-type: none"> • three evenings free from cinema/ when she does not work • she uses (free evenings) to study/catch up • if/when she has loads of homework, she goes to bed (a little) later <p><i>Any two points from the above three for 2 marks</i></p>	2	
2	e	i	<ul style="list-style-type: none"> • her parents respect her more • because they realise she is responsible • don't treat her like a child/little girl • gives her experience of working world /world of work <p><i>Any two points from the above four for 2 marks</i></p>	2	

Question			Expected answer(s)	Max mark	Additional guidance
2	e	ii	<ul style="list-style-type: none"> • gets home (very) tired • she has not got time to see her friends <p><i>Any one point from the above two for 1 mark</i></p>	1	
2	f		<ul style="list-style-type: none"> • her driving licence • to do a languages summer course in Scotland 	2	

General Marking Principles for Higher Spanish Writing

This information is provided to help you understand the general principles that 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) Candidates will write 120–150 words in a piece of extended writing in Spanish addressing a stimulus of three questions in Spanish.
- (b) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed Marking Instructions for the writing task.
- (c) For each of the types of writing (*Directed Writing or Writing*), the marker should select the pegged mark that most closely describes the candidate's performance.
- (d) 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. Marks should be awarded for the candidate's demonstration of ability in the three main characteristics in writing:
 - i) content
 - ii) accuracy
 - iii) language resource – variety, range, structure
- (e) Markers can award the highest pegged mark for writing even if there are minor errors. These should not detract from the overall impression.
- (f) Candidates may display ability across more than one pegged mark descriptor. Markers should recognise the closeness of the pegged mark descriptors and consider carefully the most appropriate overall pegged mark based on the candidate's performance.

The table below gives further guidance to markers. If:

the candidate exceeds the recommended word count	This in itself need not be important, although it is important to be clear that it is possible to attain top marks, if the writing does not exceed 120 words. It is important to assess what has been written – sometimes by exceeding the word count the candidate’s control of the language deteriorates and this has to be reflected in the mark awarded.
some parts of the writing fit into one category but others are in the next, lower category	If the better sections contain more sophisticated language, it may still be appropriate to choose the higher marks. However, if the better sections contain relatively basic constructions and attempts to use more sophisticated language are unsuccessful, then it is most likely that the writing is at the 6/4 interface and the Marking Instructions should be used to help the marker come to a final decision.
the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than wrong, then it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.

Mark	Content	Accuracy	Language resource: variety, range, structures
10	<ul style="list-style-type: none"> • The content is comprehensive. • The topic is addressed fully, in a balanced way. • Some candidates may also provide additional information. • Overall this comes over as a competent, well thought-out response to the task which reads naturally. 	<ul style="list-style-type: none"> • The language is accurate throughout. However where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall very good impression. • A comprehensive range of verbs is used accurately and tenses are consistent and accurate. • There is evidence of confident handling of all aspects of grammar and spelling accurately, although the language may contain a number of minor errors, or even one serious major error. 	<ul style="list-style-type: none"> • The language used is detailed and complex. • There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order. • A comprehensive range of verbs/verb forms, tenses and constructions is used. • Some modal verbs and infinitives may be used. • The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence. • The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. • Sentences are mainly complex and accurate. • The language flows well.

Mark	Content	Accuracy	Language resource: variety, range, structures
8	<ul style="list-style-type: none"> • The content is clear. • The topic is addressed clearly. 	<ul style="list-style-type: none"> • The language is mostly accurate. However where the candidate attempts to use detailed and complex language, this may be less successful, although basic structures are used accurately. • A range of verbs is used accurately and tenses are generally consistent and accurate. • There may be a few errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure. • Verbs and other parts of speech are used accurately but simply. 	<ul style="list-style-type: none"> • The language used is detailed and complex. • The candidate uses a range of verbs/verb forms and other constructions. • There may be less variety in the verbs used. • The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence. • Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. • Sentences are generally complex and mainly accurate. • At times the language may be more basic than might otherwise be expected at this level. • There may be an example of minor dictionary misuse. • Overall the writing will be very competent, essentially correct, but may be pedestrian.

Mark	Content	Accuracy	Language resource: variety, range, structures
6	<ul style="list-style-type: none"> • The content is adequate and may be similar to that of an 8 or a 10. • The topic is addressed adequately. 	<ul style="list-style-type: none"> • The language may be mostly accurate. However, in places, control of the language structure may deteriorate significantly. • The verbs are generally correct, but basic tenses may be inconsistent, with present tenses being used at times instead of past tenses. • There may be errors in spelling, eg reversal of vowel combinations adjective endings and some prepositions may be inaccurate or omitted, eg I went the town. There are quite a few errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in the use of accents. • Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses. 	<ul style="list-style-type: none"> • There are some examples of detailed and complex language. • The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. • The candidate relies on a limited range of vocabulary and structures. • There is minimal use of adjectives, probably mainly after “is”. • The candidate has a limited knowledge of plurals. • The candidate copes with the present tense of most verbs. • Where the candidate attempts constructions with modal verbs, these are not always successful. • Sentences are mainly single clause and may be brief. • There may be some dictionary misuse.

Mark	Content	Accuracy	Language resource: variety, range, structures
4	<ul style="list-style-type: none"> • The content may be limited and may be presented as a single paragraph. • The topic is addressed in a limited way. 	<ul style="list-style-type: none"> • The language used to address the more predictable aspects of the task may be accurate. However, major errors occur when the candidate attempts to address a less predictable aspect. • A limited range of verbs is used. • Ability to form tenses is inconsistent. • In the use of the perfect tense the auxiliary verb is omitted on a number of occasions. • There may be confusion between the singular and plural form of verbs. • There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order. • Several errors are serious, perhaps showing other language interference. • Overall there is more incorrect than correct. 	<ul style="list-style-type: none"> • There is limited use of detailed and complex language and the language is mainly simple and predictable. • The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as to be, to have, to play, to watch. • There is inconsistency in the use of various expressions, especially verbs. • Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker. • An English word may appear in the writing or a word may be omitted. • There may be an example of serious dictionary misuse.

Mark	Content	Accuracy	Language resource: variety, range, structures
2	<ul style="list-style-type: none"> • The content may be basic or similar to that of a 4 or even a 6. • The topic is thinly addressed. 	<ul style="list-style-type: none"> • The language is almost completely inaccurate throughout the writing and there is little control of language structure. • Many of the verbs are incorrect or even omitted. There is little evidence of tense control. • There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion. • Prepositions are not used correctly. 	<ul style="list-style-type: none"> • There is little use, if any, of detailed and complex language. • The candidate has a very limited vocabulary. • Verbs used more than once may be written differently on each occasion. • The candidate cannot cope with more than one or two basic verbs. • Sentences are very short and some sentences may not be understood by a sympathetic native speaker. • Several English or “made-up” words may appear in the writing. • There are examples of serious dictionary misuse.

Mark	Content	Accuracy	Language resource: variety, range, structures
0	<ul style="list-style-type: none"> • The content is very basic. • The candidate is unable to address the topic. 	<ul style="list-style-type: none"> • The language is seriously inaccurate throughout the writing and there is almost no control of language structure. • (Virtually) nothing is correct. • Most of the errors are serious. • Very little is intelligible to a sympathetic native speaker. 	<ul style="list-style-type: none"> • There is no evidence of detailed and complex language. • The candidate copes only with “have” and “am”. • There may be several examples of other language interference. • Very few words are written correctly in the modern language. • English words are used. • There may be several examples of serious dictionary misuse.

[END OF EXEMPLAR MARKING INSTRUCTIONS]