



National  
Qualifications  
SPECIMEN ONLY

**S869/77/12**

**Spanish  
Listening and Discursive Writing**

Date — Not applicable

Duration — 1 hour 20 minutes

**Total marks — 70**

**SECTION 1 — LISTENING — 30 marks**

Attempt ALL questions.

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 number you are attempting.

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

Attempt ONE question.

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



\* S 8 6 9 7 7 1 2 \*

## SECTION 1 — LISTENING — 30 marks

Attempt ALL questions

## Item 1

Listen to the news item about the options available to young people when they leave school and then answer, in **English**, the questions below.

- |   |   |
|---|---|
| (a) State any <b>two</b> features of the traditional “career plan”.                               | 2 |
| (b) What do many young people opt to do?  | 2 |
| (c) In what ways are these young people different to typical tourists? Give <b>three</b> details. | 3 |
| (d) What do these young people prefer to do while travelling? Give <b>three</b> details.          | 3 |

## Item 2

Listen to Javier and Marisa expressing their views on gap years. Answer, in **English**, the questions below.

- |  |   |
|--|---|
| (a) Why does Javier say it is not an easy decision to take a gap year?   | 2 |
| (b) What do Marisa's student friends say were the benefits for them of taking a gap year? State any <b>three</b> benefits. | 3 |
| (c) For what reason did Javier's friend Juan Carlos take a year out?   | 2 |
| (d) For what reasons did his visit to London turn out badly for him?   | 3 |
| (e) Apart from organising a gap year online, give details of the other option Marisa proposes.                             | 4 |
| (f) Why does Javier believe that the gap year is not so popular in Spain?  | 3 |
| (g) What important benefits does Marisa mention about taking a gap year?   | 3 |

[Turn over

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

**Attempt ONE question**

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

**3. Society**

Los jóvenes que usan redes sociales corren el riesgo de perder sus habilidades interpersonales.

**4. Learning**

En nuestra sociedad globalizada, compensa hablar más de un idioma extranjero.

**5. Employability**

La falta de trabajo aporta consecuencias a los jóvenes en cuanto a poder abandonar el hogar e independizarse.

**6. Culture**

En países multiculturales, siempre va a haber enfrentamientos políticos, raciales y religiosos.

**[END OF SPECIMEN QUESTION PAPER]**



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**S869/77/22**

**Spanish  
Listening Transcript**

Date — Not applicable

Duration — 1 hour 20 minutes

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

The material overleaf is provided for use in an emergency only (for example 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.



\* S 8 6 9 7 7 2 2 \*

**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 of item number one, 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 number one**

Listen to the following news item about the options available to young people when they leave school and then answer, in **English**, the questions that follow.

**You now have one minute to study the questions for item number one.**

- (m/f)** Para muchos jóvenes que están a punto de abandonar el instituto, el “plan de carrera” tradicional — es decir, sacar en seguida un título universitario, conseguir un buen puesto y luego crecer profesionalmente, no es la opción más atractiva. Hoy en día, muchísimos jóvenes prefieren hacer un corte en su vida y pasan meses, a veces años, viajando por el mundo.

Estos mochileros o *gappers* no deben confundirse con los típicos turistas. Su viaje sale del recorrido tradicional porque quieren vivir inmersos en otras culturas, cuanto más exóticas, mejor. Ya no sueñan con conocer la Europa “clásica”, sino con destinos como Asia o las Islas del Pacífico. Buscan desafíos y adrenalina, prefiriendo explorar zonas remotas, dormir en las casas de las gentes del lugar y conocer su estilo de vida. Se las arreglan solos o acompañados por otros mochileros en la ruta. Van y vienen sin plan fijo, y vuelven transformados por esta experiencia de vida.

Sin embargo, no es siempre una experiencia tan positiva. Muchas veces las expectativas de los mochileros no se cumplen y algunos de ellos, cuando vuelven a su propio país, experimentan dificultades. Les cuesta mucho retomar su vida y su rutina e incluso pueden atravesar períodos depresivos bastante severos.

*(3 minutes)*

**(t) Item number two**

Now listen to Javier and Marisa expressing their views on gap years, and then answer, in English, the questions that follow.

**You now have one minute to study the questions for item number two.**

- (f) Dime Javier ¿quién no ha soñado alguna vez con poder tomarse un año sabático y aprovecharlo para viajar por el mundo?
- (m) Sí, es verdad, pero no puede ser fácil tomar la decisión de marcharse, de abandonarlo todo, porque hay un montón de obstáculos que nos lo impiden ¿verdad? : trabajo, estudios, hijos, hipoteca, mascotas. Podrías perderlo todo para cumplir con un sueño.
- (f) Sí, es una gran decisión pero merece la pena ¿no? Yo tengo unos amigos estudiantes que ya se han tomado un año sabático antes de entrar en la universidad y si les preguntas ‘¿qué te ha aportado?’ las respuestas más frecuentes son ‘conocerme mejor a mí mismo y comprender cuáles son mis objetivos para el futuro; conocer otras formas de vivir; y mejorar habilidades que me ayudarán en mi futuro laboral’.
- (m) De acuerdo, pero si no existe una organización y una disciplina real, el año sabático puede ser un desperdicio, vamos, una gran pérdida de tiempo. Mi amigo, Juan Carlos, por ejemplo, al terminar el bachillerato dijo a sus padres que quería tomarse un año de descanso para aclarar sus ideas sobre lo que quería estudiar ¿Apuntarse a la ingeniería o a la informática? Sus padres lo entendieron y lo apoyaron. Pero fue un desastre.
- (f) ¿Un desastre? ¿Pero cómo?
- (m) Bueno, dijo que su intención era estudiar inglés, viajar y trabajar pero en realidad sólo iba al gimnasio y veía la tele. Se le pasaron los días y pronto había perdido un semestre. Decidió irse a Londres pero tardó tanto tiempo en organizar los billetes que sólo pudo pasar unas semanas allí y, al final, claro, no tuvo la oportunidad de mejorar su inglés. Sus planes de viajar a otros países también se vieron frustrados porque no tenía suficiente dinero. Finalmente, tuvo que regresar para inscribirse en la universidad. Total que perdió un año.
- (f) Pero un año sabático sí puede aportar ventajas, siempre que esté bien organizado.
- (m) Bueno, dices que hay que planearlo, ¿pero cómo?
- (f) Creo que la mayoría organiza su viaje por internet. Pero otra opción es acudir a una agencia especializada que les informe sobre los vuelos, el alojamiento y los desplazamientos en tierra, los seguros de viaje e incluso les ayude a encontrar compañeros de viaje.
- (m) No sé Marisa, me parece que esta cultura del gap year todavía no se ha popularizado tanto en España como en otros países: quizás porque aquí los jóvenes no suelen independizarse hasta los 30 o 35 años; quizás por la falta de trabajos a tiempo parcial permitan ahorrar suficiente dinero para costear el viaje. He oído que las empresas españolas consideran un año sabático una pérdida de tiempo.

[Turn over

- (f) ¿Cómo va a ser una pérdida de tiempo? Mira, yo creo de verdad que tomarse un año sabático presenta importantes beneficios tanto para el joven como para cualquier empresa como, por ejemplo, un aumento de la motivación, la posibilidad de que la persona vuelva con energías renovadas, con un currículum más variado y con la productividad por las nubes.

*(2 minutes)*

- (t) You now have five minutes to look over your answers.

*(5 minutes)*

- (t) End of test.

[END OF SPECIMEN TRANSCRIPT]





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**S869/77/12**

**Spanish  
Listening and Discursive Writing**

## Marking Instructions

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These marking instructions have been provided to show how SQA would mark this specimen question paper.

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## General marking principles for Advanced Higher Spanish Listening

*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) 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

Listening

Item 1

Question		Expected response(s)	Max mark	Additional guidance
1.	(a)	<ul style="list-style-type: none"> <li>• Get a university degree</li> <li>• Get a good job</li> <li>• Grow/develop professionally</li> </ul> <p><b>Any 2 from 3</b></p>	2	<p>Use your professional judgement, subject knowledge and experience, and understanding, to award marks to candidate responses.</p> <p>Ignore extraneous material that does not contradict the answer.</p>
	(b)	<ul style="list-style-type: none"> <li>• Take a break</li> <li>• Spend months or years travelling round the world</li> </ul>	2	
	(c)	<ul style="list-style-type: none"> <li>• They want to immerse themselves in other cultures/destinations beyond Europe</li> <li>• The more exotic, the better</li> <li>• Look for challenges</li> </ul>	3	
	(d)	<ul style="list-style-type: none"> <li>• Explore remote areas</li> <li>• Sleep in the houses of the local people</li> <li>• Get to know their way of life</li> </ul>	3	

Item 2

Question		Expected response(s)	Max mark	Additional guidance
2.	(a)	<ul style="list-style-type: none"> <li>• Lots of obstacles like work, studies, children, mortgage, pets (must have at least two examples)</li> <li>• You could lose everything to follow/for the sake of your dream</li> </ul>	2	Use your professional judgement, subject knowledge and experience, and understanding, to award marks to candidate responses.  Ignore extraneous material that does not contradict the answer.
	(b)	<ul style="list-style-type: none"> <li>• Know themselves better</li> <li>• Understand aims/goals for future</li> <li>• Learn about/know other ways of life</li> <li>• Improve skills for work in the future</li> </ul> <p><b>Any 3 from 4</b></p>	3	
	(c)	<ul style="list-style-type: none"> <li>• To decide what he wanted to do (however expressed)</li> <li>• Whether to go for/choose engineering or computing</li> </ul>	2	
	(d)	<ul style="list-style-type: none"> <li>• Spent so long organising his ticket</li> <li>• He could only spend a few weeks there</li> <li>• Did not have opportunity to improve his English</li> </ul>	3	
	(e)	<ul style="list-style-type: none"> <li>• Go to a specialised agency</li> <li>• which informs them of flights/journeys</li> <li>• (organises) travel insurance</li> <li>• helps with finding travelling companions</li> </ul>	4	

Question		Expected response(s)	Max mark	Additional guidance
	(f)	<ul style="list-style-type: none"> <li>• Spaniards do not become independent until they are 30–35 years old</li> <li>• There is a lack of part-time jobs</li> <li>• which means they cannot save up enough money for their trip</li> <li>• Spanish firms/companies feel it is a waste of time</li> </ul> <p><b>Any 3 from 4</b></p>	<b>3</b>	<p>Use your professional judgement, subject knowledge and experience, and understanding, to award marks to candidate responses.</p> <p>Ignore extraneous material that does not contradict the answer.</p>
	(g)	<ul style="list-style-type: none"> <li>• Increased motivation</li> <li>• Renewed energy</li> <li>• More varied CV</li> <li>• High productivity (however expressed)</li> </ul> <p><b>Any 3 from 4</b></p>	<b>3</b>	

## General marking principles for Advanced Higher Spanish Discursive Writing

*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) Marking should be holistic. There may be strengths and weaknesses; focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Award marks for the candidate's demonstration of ability in the three main characteristics of writing:
  - (i) content
  - (ii) accuracy
  - (iii) language resource.
- (d) Using the pegged marks table 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 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 available marks.
- (e) If you 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) Award the highest pegged mark for writing even if there are minor errors, when these do not detract from the overall impression.
- (g) Candidates are instructed to write 250–300 words. Apply the general and detailed marking instructions even where the length of the piece of writing falls outside this range.

Mark	Content	Accuracy	Language resource
	The candidate:		
40 or 36	<ul style="list-style-type: none"> <li>• writes in a well organised and structured way</li> <li>• uses content which is relevant to the title</li> <li>• readily adapts learned material as appropriate to the task</li> <li>• addresses the stimulus fully</li> <li>• presents different arguments or viewpoints and draws a conclusion</li> <li>• produces a comprehensive, competent, well thought-out response in which the language flows well.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates a very good degree of grammatical accuracy corresponding to the level</li> <li>• uses a comprehensive range of verbs accurately and tenses are consistent and accurate</li> <li>• demonstrates confident handling of all aspects of grammar and spelling</li> <li>• may make some minor errors which do not detract from the overall very good impression.</li> </ul>	<ul style="list-style-type: none"> <li>• uses complex and sophisticated language throughout</li> <li>• uses a wide range of structures and vocabulary appropriate to Advanced Higher</li> <li>• uses a comprehensive range of verbs/verb forms and tenses</li> <li>• demonstrates good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order</li> <li>• makes very good use of co-ordinating conjunctions and subordinate clauses throughout</li> <li>• may demonstrate some flair.</li> </ul>
32 or 28	<ul style="list-style-type: none"> <li>• writes in an organised and structured way</li> <li>• uses content which is mostly relevant to the title</li> <li>• may use learned material but not always appropriately</li> <li>• addresses the stimulus</li> <li>• presents different arguments or viewpoints and draws a conclusion</li> <li>• produces a competent, well thought-out response.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates a good degree of grammatical accuracy corresponding to the level</li> <li>• uses a range of verbs accurately and tenses are mostly consistent and accurate</li> <li>• may make a few serious errors in spelling and/or punctuation which occasionally detract from the overall impression.</li> </ul>	<ul style="list-style-type: none"> <li>• mostly uses complex and sophisticated language</li> <li>• uses a range of structures and vocabulary appropriate to Advanced Higher</li> <li>• uses a range of verbs/verb forms and tenses</li> <li>• makes good use of co-ordinating conjunctions and subordinate clauses throughout</li> <li>• may occasionally repeat structures, verbs, etc.</li> </ul>

Mark	Content	Accuracy	Language resource
	The candidate:		
24 or 20	<ul style="list-style-type: none"> <li>• writes with some sense of structure</li> <li>• uses content which is mostly relevant to the title</li> <li>• may rely on the use of learned material</li> <li>• attempts to address the stimulus</li> <li>• attempts to present different arguments or viewpoints and to draw a conclusion</li> <li>• produces a competent response.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates an adequate degree of grammatical accuracy corresponding to the level</li> <li>• mostly uses verbs accurately and tenses are generally consistent and accurate</li> <li>• demonstrates spelling and punctuation which are generally correct</li> <li>• makes errors, some of which may be serious, in some parts of speech - personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion</li> <li>• produces more correct language than incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>• attempts to use complex and sophisticated language</li> <li>• attempts to use a range of vocabulary and structures appropriate to Advanced Higher</li> <li>• uses a few different verbs/verb forms and tenses</li> <li>• attempts to use co-ordinating conjunctions and subordinate clauses.</li> <li>• may repeat structures, verbs, etc</li> <li>• may demonstrate some dictionary misuse.</li> </ul>
16 or 12	<ul style="list-style-type: none"> <li>• produces writing which is lacking in structure</li> <li>• uses content which lacks relevance to the title</li> <li>• may rely heavily on the use of learned material</li> <li>• addresses the stimulus in a limited way</li> <li>• may find it difficult to present different arguments or viewpoints and to draw a conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates an inadequate degree of grammatical accuracy corresponding to the level</li> <li>• may not be able to use verbs and form tenses accurately</li> <li>• may use basic structures accurately but control of the language can deteriorate significantly</li> <li>• makes errors, many of which are serious and may impede communication</li> <li>• demonstrates an inadequate degree of accuracy in spelling and, where appropriate, word order</li> <li>• overall produces more incorrect than correct language.</li> </ul>	<ul style="list-style-type: none"> <li>• uses a limited amount of complex and sophisticated language</li> <li>• uses a limited range of structures and vocabulary appropriate to Advanced Higher</li> <li>• may use few co-ordinating conjunctions and subordinate clauses</li> <li>• may use language which is largely repetitive</li> <li>• may demonstrate unidiomatic translation from English and/or examples of dictionary misuse.</li> </ul>



Mark	Content	Accuracy	Language resource
	The candidate:		
8 or 4	<ul style="list-style-type: none"> <li>• produces writing which is unstructured and lacks organisation</li> <li>• uses content which lacks relevance to the title</li> <li>• may not address the stimulus</li> <li>• presents few arguments or viewpoints and has difficulty drawing a conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates serious grammatical inaccuracies corresponding to the level</li> <li>• may not be able to use verbs and form tenses accurately</li> <li>• does not use basic structures accurately and control of the language deteriorates significantly</li> <li>• makes frequent errors, many of which are serious and impede communication throughout</li> <li>• demonstrates an insufficient degree of accuracy in spelling and, where appropriate, word order.</li> </ul>	<ul style="list-style-type: none"> <li>• uses a very limited amount of complex and sophisticated language</li> <li>• uses a very limited range of structures and vocabulary appropriate to Advanced Higher</li> <li>• may not cope with more than one or two basic verbs/verb forms and tenses</li> <li>• uses language which is largely repetitive</li> <li>• demonstrates unidiomatic translation from English, other language interference and/or examples of serious dictionary misuse.</li> </ul>
0	<ul style="list-style-type: none"> <li>• produces writing which is unstructured</li> <li>• uses content which is irrelevant to the title</li> <li>• is unable to address the stimulus</li> <li>• is unable to present arguments or viewpoints and/or draw a conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates little or no evidence of grammatical accuracy corresponding to the level</li> <li>• has great difficulty in spelling most words correctly and, where appropriate, demonstrates little or no knowledge of word order</li> <li>• makes many serious errors which impede communication throughout.</li> </ul>	<ul style="list-style-type: none"> <li>• does not use complex and sophisticated language</li> <li>• makes little or no use of structures, verbs/verb forms and other language features</li> <li>• demonstrates unidiomatic translation from English, other language interference and/or examples of serious dictionary misuse.</li> </ul>

[END OF SPECIMEN MARKING INSTRUCTIONS]