



National
Qualifications
SPECIMEN ONLY

S869/76/11

**Spanish
Reading**

Date — Not applicable

Duration — 2 hours

Total marks — 30

Attempt ALL questions.

Write your answers clearly, in **English**, in the Reading answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

You may use a Spanish dictionary.

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

There is a separate question and answer booklet for Directed Writing. You must complete your answer for Directed Writing in the question and answer booklet for Directed Writing.

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



* S 8 6 9 7 6 1 1 *

Total marks — 30

Attempt ALL questions

Read the whole article carefully and then answer, in **English**, ALL the questions that follow.

The writer talks about the use of tablet computers in the classroom.

Las clases en la tableta

La idea de combinar todas las herramientas digitales* de enseñanza en una tableta para mejorar la calidad de la educación surgió hace ya cinco años de la Fundación Albéniz. Es una organización educativa española que publicó la semana pasada los resultados de una encuesta sobre un proyecto piloto que se implantó en veinte institutos por toda España.

- 5 Tradicionalmente, y a diferencia de los institutos británicos, en la mayoría de los institutos españoles son los padres de los alumnos quienes deben comprar los libros de texto para usar en clase. Sin embargo, en este proyecto piloto, los padres españoles han comprado los libros digitales en línea para que los usen los alumnos en la tableta. Además, este proyecto tiene muchas ventajas, por ejemplo, los alumnos han podido tomar apuntes en la tableta y
- 10 guardarlos. Elena Ferrer, alumna del instituto Santamarca en el barrio madrileño de Chamartín, está muy a favor: “Lo tenemos todo en la tableta: apuntes de apoyo, acceso al libro de texto además de bancos de recursos sobre los temas estudiados”, nos dijo. Elena explicó que este año, con la tableta, tanto los alumnos como los profesores han podido comunicarse de forma digital. Además, los profesores han ofrecido apoyo y ayuda en línea
- 15 mucho más rápido.

Elena ha aprendido mucho usando la tableta durante este proyecto porque en el futuro le gustaría ser profesora o trabajar con niños. “Ahora entiendo mejor que usar lo último en tecnología es una forma perfecta para interesar a las personas, sobre todo a los más jóvenes”, informó.

- 20 Sin embargo, el coste de estas tabletas, el cual corre a cargo de las familias, es una preocupación para algunos profesores y padres ya que en el futuro puede convertirse en una fuente de división social entre los alumnos al poder comprarse algunos el modelo más moderno, mientras que otros apenas podrán permitirse el más barato.

Opiniones sobre el uso de las tabletas

- 25 Mar Merino, que lleva 32 años como profesora en el instituto, está convencida de que la tableta puede enganchar y motivar más a los jóvenes, por ejemplo, para investigar por su cuenta. “Los jóvenes usan la tecnología fuera del aula para hacer de todo: chatear con amigos en otras partes del mundo, descargar canciones de sus grupos favoritos y poner su perfil al día en las redes sociales. Así, usarla en clase cada día es más natural para ellos,
- 30 como lo es más para nosotros los profesores”, añadió. No obstante Mar Merino, advierte que hay que tener en cuenta el uso que se hace de las tabletas: “Lo tengo muy claro; opino que el uso de la tecnología solo tiene sentido en las aulas si se utiliza apropiadamente”.

- ¿Y qué hacían los alumnos con las tabletas en este proyecto piloto? Elena Ferrer describió que los alumnos hacían los deberes y los mandaban a sus profesores para que éstos los
- 35 corrigieran. “Bueno, a veces cuando vas a mandar el trabajo no tienes wifi y los profesores pueden ponerte un cero, o sea ¡te suspenden!”— explicó Elena. Sin embargo, para demostrar que los deberes estaban hechos a tiempo, los alumnos podían hacer un pantallazo (una foto de la pantalla) con la hora.

40 Aunque invertir dinero en proyectos de este tipo tiene ventajas para los alumnos, existe la
posibilidad de que el uso de la tecnología traiga problemas. Algunos profesores y padres
creen que los alumnos no desarrollan tanto sus capacidades sociales ni las destrezas
comunicativas necesarias. Catalina Fernández, profesora de literatura del instituto
Santamarca, dice: “Durante el proyecto descubrí que muchos alumnos tenían más problemas
45 al leer y al escribir; como redactaban menos a mano, escribían peor y cometían más faltas de
ortografía”.

Paloma Ruiz, presidenta de la Fundación Albéniz, está muy satisfecha con los resultados de la encuesta: “Los profesores opinan que la tableta facilita una enseñanza participativa. Además, los padres han señalado que el contenido digital de las clases ha motivado más a sus hijos”.

* herramientas digitales — digital tools

MARKS

Questions

Re-read lines 1–4.

1. (a) What was the idea behind the project set up by the Fundación Albéniz? 1
- (b) Where did the project take place? 1

Re-read lines 5–15.

2. (a) What is traditionally different in most Spanish schools compared to British schools? 1
- (b) According to Elena Ferrer, what do the pupils in her school have on their tablet computers? Give any **three** details. 3

Re-read lines 20–23.

3. Why are some parents and teachers worried about future costs of tablet computer technology? Give any **two** details. 2

Re-read lines 25–32.

4. According to Mar Merino, using tablet computers can motivate pupils.
 - (a) What example does she give of this? 1
 - (b) In what ways does she say young people use technology outside the classroom? State any **two** examples. 2
 - (c) Despite pupils and teachers using technology more and more, what words of caution does Mar Merino give? 1

Re-read lines 33–49.

5. Elena talks about how pupils used the tablet computers during the pilot. What did the pupils use them for? Give any **two** details. 2
6. There is some concern about using technology in the classroom.
- (a) What do some parents and teachers believe could happen? 1
- (b) During the project, Catalina Fernández noticed her pupils had some problems. What problems did they have? State any **one**. 1
7. According to Paloma Ruiz, what did teachers and parents say in the survey about the project? 2

Now consider the article as a whole.

8. What is the writer's opinion of technology in the classroom? Justify your answer with reference to the text. 2
9. Translate into English:
Elena explicó . . . mucho más rápido. (lines 12–15) 10

[END OF SPECIMEN QUESTION PAPER]



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Marking Instructions

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

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General marking principles for Higher Spanish Reading

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) Marks are available as follows:
 - (i) The first set of questions (worth 18 marks in total) asks candidates to provide answers based on comprehension of information from the text. There are generally 1-3 marks available for each question.
 - (ii) The penultimate question is the overall purpose question, and candidates must identify the overall purpose of the text and draw meaning from their overall understanding of the text. There is a maximum of 2 marks available for reference to the text and detailed comment. Pegged mark descriptors (2/1/0) and associated commentary are available, along with further guidance, in the detailed marking instructions.
 - (iii) The last question is the translation. For this question, candidates must translate the underlined section of the text. The section for translation is divided into five sense units. For each sense unit, award 2, 1 or 0 marks: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (e) 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

Question		Expected answer(s)	Max mark	Additional guidance
1.	(a)	<ul style="list-style-type: none"> To improve quality of teaching/education 	1	Use your professional judgement, subject knowledge and experience, and understanding, to award marks to candidates' responses. Ignore extraneous material that does not contradict the answer.
	(b)	<ul style="list-style-type: none"> 20 schools (throughout/in/all over) Spain 	1	
2.	(a)	<ul style="list-style-type: none"> Parents have to buy the text books to use in class 	1	
	(b)	<ul style="list-style-type: none"> They have everything on them Support notes Access to the text book (Banks of) resources on the topics studied Any 3 from 4	3	
3.		<ul style="list-style-type: none"> They fear they may be a source of social division between pupils. Some will be able to buy the latest model Others will scarcely/can't afford the cheapest Any 2 from 3	2	

Question		Expected answer(s)	Max mark	Additional guidance
4.	(a)	<ul style="list-style-type: none"> They can investigate on their own 	1	
	(b)	<ul style="list-style-type: none"> To chat to friends all over the world To download songs of their favourite groups. To update their profiles. <p>Any 2 from 3</p>	2	
	(c)	<ul style="list-style-type: none"> Technology only makes sense in classrooms if used appropriately 	1	
5.		<ul style="list-style-type: none"> Did homework on them And sent them to teachers to be corrected 	2	
6.	(a)	<ul style="list-style-type: none"> Pupils don't develop their social or communication skills 	1	
	(b)	<ul style="list-style-type: none"> Pupils had more problems with reading and writing They wrote less by hand They had worse (hand)writing They had more spelling mistakes <p>Any 1 from 4</p>	1	
7.		<ul style="list-style-type: none"> The tablet allows interactive teaching The digital content has motivated children more 	2	

Question	Expected answer(s)	Max mark	Additional guidance
8.	<p>Outline of possible answers:</p> <p>The writer is in favour of using technology in the classroom for the following reasons:</p> <ul style="list-style-type: none"> • The fact the pilot project has many advantages • The examples the writer uses illustrate overall the positive aspects of using technology in the classroom • Despite some concerns about costs and creating social divisions, technology can motivate young people • Although some pupils had problems in the classroom, overall it was a positive experience for them • Teachers and parents were in favour of the use of tablet technology. 	2	<p>Award 2 marks where the candidate provides a clear answer, with justification that shows an accurate reading of the text.</p> <p>Award 1 mark where the candidate provides an answer which may contain some degree of misreading, but which offers evidence of some justification.</p> <p>Award 0 marks where the candidate simply provides information to be found in the text by simply re-stating answers to previous questions.</p>

Question			Expected answer(s)	Max mark	Additional guidance
9.	1		<ul style="list-style-type: none"> Elena explained that this year, with the tablet, 	2	<p>The translation into English is allocated 10 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.</p> <p>Award a mark for each sense unit, as follows:</p> <p>2 marks - good The candidate understands and conveys essential information and relevant details, clearly and accurately, with appropriate use of English.</p> <p>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.</p> <p>0 marks - unsatisfactory The candidate fails to demonstrate sufficient understanding of the essential idea.</p>
	2		<ul style="list-style-type: none"> both pupils and teachers/teachers and pupils alike 	2	
	3		<ul style="list-style-type: none"> have been able to communicate with one another digitally. 	2	
	4		<ul style="list-style-type: none"> Also, teachers have offered 	2	
	5		<ul style="list-style-type: none"> support and help online much more quickly. 	2	

[END OF SPECIMEN MARKING INSTRUCTIONS]