



National
Qualifications
SPECIMEN ONLY

SQ31/AH/02

**Spanish
Listening and Discursive Writing**

Date — Not applicable

Duration — 1 hour and 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.



* S Q 3 1 A H 0 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 two 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 three details. | 3 |
| (d) What do these young people prefer to do while travelling? Give three 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 three 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 |

SECTION 2 — DISCURSIVE WRITING — 40 marks

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]



National
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SQ31/AH/12

**Spanish
Listening Transcript**

Date — Not applicable

Duration — 1 hour and 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.



* S Q 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 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 1.

(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 2**

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 2.

- (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.

Item 2 (continued)

- (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.
- (t) End of recording.

[END OF SPECIMEN TRANSCRIPT]



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**Spanish
Listening and Discursive Writing**

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 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) If a specific 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.
- (d) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.
- (e) 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.

**Detailed Marking Instructions: Listening
Item 1**

Question			Expected answer(s)	Max mark	Additional guidance
a			<ul style="list-style-type: none"> • get a university degree • get a good job • grow/develop professionally <p><i>Any two points from the above three for 2 marks</i></p>	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>
b			<ul style="list-style-type: none"> • take a break • spend months <u>or</u> years travelling round the world 	2	
c			<ul style="list-style-type: none"> • they want to immerse themselves in other cultures/destinations beyond Europe • the more exotic, the better • look for challenges 	3	
d			<ul style="list-style-type: none"> • explore remote areas • sleep in the houses of the local people • get to know their way of life 	3	

Item 2

Question		Expected answer(s)	Max mark	Additional guidance
a		<ul style="list-style-type: none"> lots of obstacles like work, studies, children, mortgage, pets (must have at least two examples) you could lose everything to follow/for the sake of your dream 	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>
b		<ul style="list-style-type: none"> know themselves better understand aims/goals for future learn about/know other ways of life improve skills for work in the future <p><i>Any three of the above four points for 3 marks</i></p>	3	
c		<ul style="list-style-type: none"> to decide what he wanted to do (however expressed) whether to go for/choose engineering or computing 	2	
d		<ul style="list-style-type: none"> spent so long organising his ticket he could only spend a few weeks there did not have opportunity to improve his English 	3	
e		<ul style="list-style-type: none"> go to a specialised agency which informs them of flights/journeys (organises) travel insurance helps with finding travelling companions 	4	

Question		Expected answer(s)	Max mark	Additional guidance
f		<ul style="list-style-type: none"> Spaniards do not become independent until they are 30–35 years old there is a lack of part-time jobs which means they cannot save up enough money for their trip Spanish firms/companies feel it is a waste of time <p><i>Any three of the above four points for 3 marks</i></p>	3	
g		<ul style="list-style-type: none"> increased motivation renewed energy more varied CV high productivity (however expressed) <p><i>Any three of the above four points for 3 marks</i></p>	3	

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 the 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.

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

Mark	Content	Accuracy	Language resource: variety, range, structures
24 or 20	<ul style="list-style-type: none"> • The essay has some sense of structure and most aspects have some relevance to the title • The topic is addressed adequately • The content is mostly clear 	<ul style="list-style-type: none"> • 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 • The verbs are generally correct, but the range of verbs and tenses is limited • 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 • 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 complex and sophisticated language • Contains a reasonable range of vocabulary and structures appropriate to Advanced Higher • There is a limited range of verbs/verb forms and tenses • There are some successful attempts to use co-ordinating conjunctions and subordinate clauses • Ideas and opinions are expressed adequately • There is some dictionary misuse

Mark	Content	Accuracy	Language resource: variety, range, structures
16 or 12	<ul style="list-style-type: none"> • The essay is lacking in structure and less than half of the aspects have any relevance to the title • The topic is addressed but in a limited way • The content is limited and may be presented as a single paragraph 	<ul style="list-style-type: none"> • The language is insufficiently accurate to convey meaning clearly and consistently • Ability to use verbs and form tenses accurately is inconsistent. There may be confusion between the singular and plural form of verbs • Although basic structures are used accurately, control of the language structure at times deteriorates significantly • 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 • Overall there is more incorrect than correct 	<ul style="list-style-type: none"> • There is limited use of complex and sophisticated language • Contains a limited range of vocabulary and/or structures appropriate to Advanced Higher • There is inconsistency in the use of verbs/verb forms and tenses • There are few successful attempts to use co-ordinating conjunctions and subordinate clauses • There may be examples of unidiomatic translation from English and/or examples of dictionary misuse

Mark	Content	Accuracy	Language resource: variety, range, structures
8 or 4	<ul style="list-style-type: none"> • The essay is unstructured and few aspects are relevant to the title • The topic is not fully addressed • The content is very limited 	<ul style="list-style-type: none"> • The language is almost completely inaccurate throughout the writing and there is little control of language structure • Most of the verbs are incorrect. There is little evidence of tense control • Most basic structures are not used accurately and control of the language structure generally deteriorates significantly • 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 	<ul style="list-style-type: none"> • There is little use, if any, of complex and sophisticated language • The essay contains a very limited range of vocabulary and structures appropriate to Advanced Higher • The candidate may not cope with more than one or two basic verbs/verb forms and tenses • Some sentences may not be understood by a sympathetic native speaker • There are examples of mother tongue interference and serious dictionary misuse
0	<ul style="list-style-type: none"> • The essay is unstructured and/or irrelevant • 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 • Very few words are written correctly in the modern language 	<ul style="list-style-type: none"> • There is no evidence of complex and sophisticated language • There may be several examples of mother tongue interference • Very little is intelligible to a sympathetic native speaker • There may be several examples of serious dictionary misuse

[END OF SPECIMEN MARKING INSTRUCTIONS]

Published: January 2017

Change since last published:

Overall purpose question removed, amendments to General Marking Principles and marks re-allocated.

Amends to marking instructions for Question 1c.