



**EP42/H/11**

**Spanish  
Reading**

Date — Not applicable

Duration — 1 hour and 40 minutes

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**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.



Total marks — 30

Attempt ALL questions

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

The article discusses “Fútbol para la Vida”, a project in Honduras in Central America which uses football as a means of improving the lives of young boys and girls.

### El fútbol mejora las vidas de los jóvenes

5 El fútbol es la mayor pasión de los niños de la Joya, un barrio marginal de Tegucigalpa, la capital de Honduras. Pero “el fútbol sólo es el medio, lo fundamental es la educación de estos niños”. Así lo resume Héctor Zelaya quien se hizo famoso a raíz de su gol para Honduras contra España, en el primer partido de la Copa del Mundo de 1982.

10 Hoy en día, la influencia del ex jugador continúa en las vidas de los niños de su país como es el fundador de “Fútbol para la Vida”, la enormemente exitosa liga infantil que Zelaya fundó en 2002. Su objetivo principal era crear equipos y torneos de fútbol infantil y juvenil en los barrios pobres para quería que chicos y chicas se divirtieran con una actividad sana, se sintieran parte de un equipo y que el fútbol aumentara su autoestima. Además Zelaya quería apartarles lo máximo posible de la calle y sus riesgos.

15 Ahora Zelaya coordina su programa auspiciado por \*el Fondo de Naciones Unidas para la Infancia (Unicef), apoyado por cientos de voluntarios. Según dice Zelaya, en barrios desfavorecidos el deporte es un imán para niños y niñas, y también para los adultos. “En estos momentos tenemos más de quince mil niños matriculados en este programa, por el que han pasado ya más de veinticinco mil jóvenes jugadores que hoy viven vidas mejores”, añade Zelaya.

### Talleres de formación

20 Varias veces por semana se reúnen chicos y chicas para jugar al fútbol. Al acabar el partido, los pequeños futbolistas se reúnen con uno de los voluntarios, Cristina Méndez, de 25 años, que realiza talleres de formación donde se promueven y explican los derechos del niño. También habla a los chicos y chicas de la peligrosidad de las pandillas, del consumo de drogas y alcohol, y de los riesgos de ser explotados sexualmente en la calle. Los pequeños atienden sin pestañear; escuchan y asienten: “El barrio de la Joya era uno de los vecindarios más peligrosos de Honduras, pero ahora es diferente. Con este programa se ha producido una reducción de las tasas de delincuencia”, alabó Cristina. Añade también: “Aquí mandan las pandillas y hay mucha violencia y drogas. Cada niño que atraemos al programa es un miembro menos de una pandilla”.

### ¿La escuela y el fútbol, o la calle?

30 Según Emma Marder, maestra en el colegio David Corea, “El fútbol es vital para aumentar la asistencia a clase. Además, consigue que los chicos y las chicas se porten mejor, porque si no, se les excluirá del equipo. Hasta hemos visto que mejoran las notas de los alumnos”. La edad de 12 o 13 años es crítica, ya que cuando el niño acaba primaria y se multiplican las posibilidades de que acabe vagando por las calles y con malas compañías. El fútbol es una manera de atraer a ese niño a la escuela.

35 Finalmente Zelaya ofrece su resumen general del proyecto: “Atraemos a los niños con el fútbol, pero lo más importante consiste en educarles para que sean útiles a nuestra sociedad”, explica Zelaya. “El fútbol les hace más fuertes; es decir, no solo juegan, sino que con el Fútbol para la vida también aprenden y crecen.”

### Glossary

\*El Fondo de Naciones Unidas para la Infancia (Unicef)      The United Nations Children’s Fund

## Questions

Re-read lines 1–17

1. For what reason did Héctor Zelaya become famous during the 1982 Football World Cup? 1
2. Zelaya founded “Fútbol para la Vida”.
- (a) What was Zelaya’s main objective in creating “Fútbol para la vida”? 1
- (b) What did he hope the boys and girls would get out of it? Give any **three** details. 3
3. Zelaya speaks about sport in underprivileged areas.
- (a) What does he say about it? 1
- (b) What figures does he give to show the success of the programme? Give **two** details. 2

Re-read lines 18–28

4. Cristina Méndez is a volunteer in the programme.
- (a) What does she do in the workshops? Give any **two** details. 2
- (b) How do the children react to the workshops? 1
5. Cristina then goes on to speak about the effects of the programme in her area.
- (a) What does she say has happened to her area as a result of the programme? State any **one** example. 1
- (b) What does she say about each child they attract to the programme? 1

Re-read lines 29–35

6. Why, according to the passage, is the age of 12 or 13 critical? State any **two** reasons. 2

- |   | <b>MARKS</b> |
|---|--------------|
| 7. Finally Zelaya sums up the project. What does he say about it? Give <b>three</b> details.  | <b>3</b>     |
| 8. Now consider the article as a whole.<br>In what ways does the writer show that football is more than just a hobby for the children who take part in the project? Justify your answer with reference to the text. | <b>2</b>     |
| 9. Translate the underlined section into English: ( <i>lines 30–32</i> )<br><br>“El fútbol es vita ... Notas de los alumnos.”   | <b>10</b>    |

**[END OF EXEMPLAR QUESTION PAPER]**



National  
Qualifications  
EXEMPLAR PAPER ONLY

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**EP42/H/11**

**Spanish  
Reading**

## 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 Higher Spanish Reading

*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.
- (d) The marks available in this paper are as follows:
  - i) Questions 1-7 require candidates to provide answers based on comprehension of information from the text. The marks available for each question range between 1-3 marks.
  - ii) Question 8 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of two marks available for reference to the text and detailed comment. 1 mark is given for reference to the text and basic comment. 0 marks will be given where candidates show little or no understanding of the overall purpose of the text.
  - iii) Question 9 is the translation. For this question candidates must translate the underlined section of the text. The section for translation will be divided into five sense units. For each sense unit, 2, 1 or 0 marks will be awarded: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (e) For questions that ask candidates to ‘state’ or ‘give’, candidates must give a brief, accurate response/name.
- (f) 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) For live reading Marking Instructions, there will be a process of illustrating other acceptable answers.

## Marking Instructions: Reading

Question		Expected answer(s)	Max mark	Additional guidance
1		<ul style="list-style-type: none"> <li>because of his goal (for Honduras) against Spain</li> </ul>	1	<p>Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.</p> <p>Markers should ignore extraneous material that does not contradict the answer</p>
2	a	<ul style="list-style-type: none"> <li>to create children's/youth teams and tournaments in poor areas</li> </ul>	1	
2	b	<ul style="list-style-type: none"> <li>enjoy (themselves with) a healthy activity</li> <li>feel part of a team</li> <li>their self-esteem would increase/improve</li> <li>get them away (as much as possible) from the streets (and their risks)</li> </ul> <p><i>Any three points of the above four for 3 marks</i></p>	3	
3	a	<ul style="list-style-type: none"> <li>a magnet for boys and girls and (also) for adults</li> </ul>	1	
3	b	<ul style="list-style-type: none"> <li><u>more than</u> 15,000 children (currently enrolled) in the programme</li> <li>25,000 young people/players are now leading better lives</li> </ul>	2	
4	a	<ul style="list-style-type: none"> <li>they promote/explain the rights of the child</li> <li>they talk about the dangers of gangs, drugs and alcohol</li> <li>the risks of sexual exploitation in the streets</li> </ul> <p><i>Any two points of the above three for 2 marks</i></p>	2	
4	b	<ul style="list-style-type: none"> <li>they pay attention without blinking</li> <li>listen and agree (nod)</li> </ul> <p><i>Any one point of the above two for 1 mark</i></p>	1	

Question		Expected answer(s)	Max mark	Additional guidance								
5	a	<ul style="list-style-type: none"> <li>crime rate has fallen/dropped/gone down</li> </ul>	1									
5	b	<ul style="list-style-type: none"> <li>he/she is one fewer (member) in a gang</li> </ul>	1									
6		<ul style="list-style-type: none"> <li>the child finishes primary</li> <li>more chance of them wandering/roaming the streets</li> <li>more chance of them being in bad company</li> </ul> <p><i>Any two points of the above three for 2 marks</i></p>	2									
7		<ul style="list-style-type: none"> <li>(the most important thing is) educating the children so they can be useful to society</li> <li>football makes them stronger</li> <li>they learn and grow up</li> </ul>	3									
8		<p>Outline of possible answers:</p> <ul style="list-style-type: none"> <li>candidates should cover the idea that football is a means to educate children, get them off the dangers of the streets and help to develop their confidence and well-being</li> <li>football also works as a magnet to bring children to the classrooms, it has improved their marks. Also, by being part of the programme they stay away from dangerous gangs and crimes.</li> </ul>	2		<p>Markers must apply the following guidance in addition to the suggested Marking Instruction for this question:</p> <table border="1"> <thead> <tr> <th>Marks</th> <th>Commentary</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in these instructions.</td> </tr> <tr> <td>1</td> <td>The candidate provides an answer that may contain some degree of misreading, but that offers evidence of some justification.</td> </tr> <tr> <td>0</td> <td>The candidate's answer provides information to be found in the text by simply re-stating answers to previous questions.</td> </tr> </tbody> </table>	Marks	Commentary	2	The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in these instructions.	1	The candidate provides an answer that may contain some degree of misreading, but that offers evidence of some justification.	0
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0	The candidate's answer provides information to be found in the text by simply re-stating answers to previous questions.											



Question	Expected answer(s)	Max mark	Additional guidance
9	<p>El fútbol es vital para aumentar la asistencia a clase.  <b>Football is vital for increasing/boosting/improving attendance in class/school.</b></p> <p>Además, consigue que los chicos se porten mejor,  <b>Moreover, it makes the children behave better,</b></p> <p>porque si no, se les excluirá del equipo.  <b>because if they don't/if not, they will be dropped from the team.</b></p> <p>Hasta hemos visto  <b>We have even seen</b></p> <p>que mejoran las notas de los alumnos.  <b>that the pupils' marks/grades are improving.</b></p>	10	<p>The translation into English is allocated 10 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown.</p> <p><b>2 - Good:</b>  Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English</p> <p><b>1 - Satisfactory:</b>  Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English</p> <p><b>0 - Unsatisfactory:</b>  The candidate fails to demonstrate sufficient understanding of the essential information.</p>

[END OF EXEMPLAR MARKING INSTRUCTIONS]