



National
Qualifications
SPECIMEN ONLY

SQ42/H/11

Spanish
Reading

Date — Not applicable

Duration — 1 hour and 40 minutes

Due to Copyright reasons, a full version of this question paper is available on SQA's secure site for centres to access and is strictly for classroom use only.

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 Q 4 2 H 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.

Permission has not been granted by El País to reproduce *El instituto en la tableta* and *Una herramienta digital con vocación integradora* in the Higher Spanish Specimen Question Paper on SQA's open access site. The texts are adapted and reproduced in the Specimen Question Paper held on SQA's secure site which centres can access through their SQA co-ordinator, **strictly for classroom use only**.

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 |
| 4. | According to Mar Merino, using tablet computers can motivate pupils. (lines 25–33) | |
| | (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 34–50

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 Fernandez 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
8. Now consider the article as a whole. 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 13–15*) 10

[END OF SPECIMEN QUESTION PAPER]



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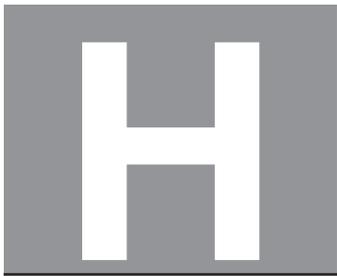
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Marking Instructions

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* S Q 4 2 H 1 1 *

SECTION 1 — READING — 30 marks

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
- 10 tomar apuntes en la tableta y 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 mucho más rápido.
- 15

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”.

- 35 ¿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 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
45 problemas 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
50 motivado más a sus hijos".

Glossary

herramientas digitales digital tools

MARKS

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- | | | |
|----|---|---|
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Re-read lines 20–23

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| 3. | Why are some parents and teachers worried about future costs of tablet computer technology? Give any two details. | 2 |
| 4. | According to Mar Merino, using tablet computers can motivate pupils. (lines 25–33) | |
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| | (c) Despite pupils and teachers using technology more and more, what words of caution does Mar Merino give? | 1 |

Re-read lines 34–50

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 Fernandez 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
8. Now consider the article as a whole. What is the writer's opinion of technology in the classroom? Justify your answer with reference to the text. 2
9. Translate into English:
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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 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	<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>
	(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 <p><i>Any 3 of above points for a maximum of 3 marks</i></p>	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 <p><i>Any 2 of above points for a maximum of 2 marks</i></p>	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><i>Any 2 of above points for a maximum of 2 marks</i></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><i>Any 1 of above points for a maximum of 1 mark</i></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 classroom, overall it was a positive experience for them - Teachers and parents were in favour of the use of tablet technology - Any other possible reference to the text which justifies the reponse 	2	Markers must apply the following guidance in addition to the suggested Marking Instruction for this question:	
				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 which may contain some degree of misreading, but that offers evidence of some justification.
				0	The candidate's answer simply 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>Elena explicó que este año con la tableta</p> <p>Elena explained that this year with the tablet</p> <p>tanto los alumnos como los profesores</p> <p>both pupils and teachers/ teachers and pupils alike</p> <p>han podido comunicarse de forma digital.</p> <p>have been able to communicate with one another digitally</p> <p>Además los profesores han ofrecido</p> <p>Also teachers have offered</p> <p>apoyo y ayuda en línea mucho más rápido.</p> <p>support and help online much more quickly</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>2 - Good: Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.</p> <p>1 - Satisfactory: 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>0 - Unsatisfactory: The candidate fails to demonstrate sufficient understanding of the essential</p>

[END OF SPECIMEN MARKING INSTRUCTIONS]