



National  
Qualifications  
2019

**X869/76/11**

**Spanish  
Reading**

TUESDAY, 7 MAY  
9:00 AM – 11:00 AM

**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.  
This article is about the broader aims of education in Spain.

**La enseñanza va más allá de lo educativo**

Cuando se habla del instituto, normalmente lo recordamos como un lugar donde se lee poesía, se solucionan problemas algebraicos o simplemente los alumnos se ponen al día con la pandilla. Sin embargo, según los expertos mundiales pedagógicos, la educación no puede reducirse a la lectura y al cálculo; los expertos aseguran que la educación de hoy en día  
5 implica la formación en valores y el desarrollo de las habilidades fundamentales que se usan en el mundo laboral.

**Correr para ayudar**

El derecho internacional señala que la educación debe tener como objetivo el desarrollo de la persona en todas sus dimensiones. Una iniciativa reciente para tal fin, ha sido una carrera  
10 mundial en la que participaron 400.000 jóvenes de todo el planeta. El objetivo de la carrera era sensibilizar a los jóvenes en la lucha contra el hambre mundial. Fue organizada por *Acción contra el Hambre* en más de una treintena de países. Los alumnos tenían que dar la mayor cantidad de vueltas posibles corriendo alrededor de sus institutos, mientras que los profesores les animaban a seguir corriendo. Los padres de los alumnos fueron los  
15 patrocinadores, donando dinero para la causa.

Natalia Méndez, una alumna de Alicante, participó con los demás alumnos de su clase y le resultó una experiencia inolvidable: “Además de correr durante media hora por los alrededores del instituto, los aspectos más llamativos para mí fueron que mis compañeros de clase y yo, nos unimos para recaudar un montón de dinero para este problema tan grave, y  
20 que además esto mismo estaba ocurriendo al mismo tiempo en muchos otros países de todo el mundo”.

Es evidente que la iniciativa va más allá de correr. Alfonso Calderón, responsable de campañas y eventos de *Acción contra el Hambre* explica: “Voluntarios de *Acción contra el Hambre* visitaron los centros educativos que participaron en la carrera para impartir charlas  
25 de información sobre el incremento de los bancos de alimentos en España. Los voluntarios organizaron talleres para debatir los efectos que tiene el hambre en nuestra sociedad, y explicaron que para intentar solucionar el problema se requiere un plan global. Tras las charlas, los alumnos han transmitido el mensaje a sus familias y después lo han transformado en movilización durante la carrera”.

**30 Hacerse voluntario**

Son muchas las posibilidades para desarrollarse como persona y concienciarse durante los años escolares. Otro ejemplo de cómo los institutos se aseguran de que los alumnos amplíen sus experiencias educativas más allá de las asignaturas tradicionales, es apoyándoles a que sean ciudadanos responsables y animándoles a que participen en una variedad de  
35 actividades de voluntariado.

La organización, *Plataforma del Voluntariado de España* (PVE), distribuye en institutos alrededor de 40.000 ejemplares del folleto titulado “Haces Falta Tú”. Los folletos contienen información sobre cómo hacerse voluntario en tu ciudad, las funciones que los voluntarios normalmente desempeñan, y el valor del compromiso con los demás. Un portavoz de PVE, 40 Fernando Cuesta, nos cuenta: “Nuestra organización tiene la intención de seguir colaborando con institutos a lo largo del próximo año. Queremos fomentar el valor del trabajo del voluntario entre los alumnos. Será fundamental que hagamos un esfuerzo colectivo tanto en nuestro entorno local como a nivel mundial”.

Beatriz Muñoz, orientadora del Instituto Monterroso en Gerona, nos comenta: “Hemos 45 distribuido los folletos de PVE para explicarles a los jóvenes los beneficios personales de implicarse en iniciativas locales. Personalmente considero que es esencial que los jóvenes colaboren en programas de voluntariado para construir un mundo más justo”.

**MARKS**

**Questions**

Re-read lines 1–6.

1. People have lots of memories from their school days.
  - (a) What do people remember about school? State any **two** things. 2
  - (b) Experts say that education is not just about reading and numbers. What else do they say it does? State **two** things. 2

Re-read lines 7–29.

2. 400,000 young people worldwide took part in a school race.
  - (a) What was the aim of this race? 1
  - (b) What did the pupils have to do? 1
  - (c) What role did the parents play? 1
3. Natalia Méndez took part in the race. What were the most striking aspects of it for her? Give details of **two** things. 2
4. According to Alfonso Calderón, what did the volunteers do when they visited the schools? State **three** things. 3

Re-read lines 30–47.

5. In what ways can schools ensure that pupils widen their experiences? State **two** ways. 2

## Questions (continued)

6. The *Plataforma del Voluntariado de España* distributes leaflets to schools about volunteering.
- (a) What information do the leaflets contain? State any **two** things. 2
- (b) Guidance teacher Beatriz Muñoz talks about the leaflets in more detail. What do the leaflets explain to young people? 1
- (c) What does Beatriz consider essential? 1

Now consider the article as a whole.

7. In the writer's opinion, why do schools promote values of citizenship with their pupils? Give details from the text to justify your answer. 2
8. Translate into English:  
"Nuestra organización . . . a nivel mundial". (lines 40–43) 10

[END OF QUESTION PAPER]

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National  
Qualifications  
2019

Mark

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**X869/76/02**

**Spanish  
Directed Writing**

TUESDAY, 7 MAY  
9:00 AM – 11:00 AM



Fill in these boxes and read what is printed below.

Full name of centre

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Town

--

Forename(s)

--

Surname

--

Number of seat

--

Date of birth

Day

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Month

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Year

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Scottish candidate number

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**Total marks — 20**

Choose ONE scenario on *page 02* and write your answer clearly, in **Spanish**, in the space provided in this booklet. You must clearly identify the scenario number you are attempting.

You may use a Spanish dictionary.

Additional space for answers is provided at the end of this booklet.

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

There is a separate answer booklet for Reading. You must complete your answers for Reading in the answer booklet for Reading.

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



**Total marks — 20**

Choose **one** of the following two scenarios.

**SCENARIO 1: Society**

Last year you spent the summer in Spain with a Spanish family. You have been asked to write about your experience, in **Spanish**, for the language section of your school/college website.

**You must include** the following information and **you should try to add** other relevant details:

- where the family lived **and** what you thought of the town/city
- how you got on with the family
- what you did in the evenings with the family
- what trips you went on
- what you did to improve your Spanish
- if you would recommend such an experience to others.

You should write approximately 150–180 words.

**OR**

**SCENARIO 2: Culture**

Last summer you went to a festival in Spain/Latin America with your friends. You have been asked to write about your experience, in **Spanish**, for the language section of your school/college website.

**You must include** the following information and **you should try to add** other relevant details:

- where you went **and** what you thought of your accommodation
- what you did during the festival
- what you thought of the people you met
- what else you did during your stay
- in what ways you used your Spanish
- if you would recommend such an experience to others.

You should write approximately 150–180 words.



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National  
Qualifications  
2019

Mark

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**X869/76/03**

**Spanish  
Listening**

TUESDAY, 7 MAY

11:30 AM – 12:00 NOON (approx)



\* X 8 6 9 7 6 0 3 \*

Fill in these boxes and read what is printed below.

Full name of centre

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Town

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Forename(s)

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Surname

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Number of seat

--

Date of birth

Day

--	--

Month

--	--

Year

--	--

Scottish candidate number

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**Total marks — 20**

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 spaces provided.

You may NOT use a Spanish dictionary.

Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.

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

You are not allowed to leave the examination room until the end of the test.

Before leaving the examination room you must give this booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



\* X 8 6 9 7 6 0 3 0 1 \*

Total marks — 20  
Attempt ALL questions

Item 1

Juan, a careers officer, gives some careers advice.

- (a) What types of jobs would young people like to do in the future? State **any one**. 1

\_\_\_\_\_

- (b) Juan talks about the importance of having a plan of action.  
(i) What does he say you should make a list of? State **two** things. 2

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- (ii) He gives examples of the questions you should ask yourself. Which **two** questions does he suggest? 2

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\_\_\_\_\_

\_\_\_\_\_

- (c) Apart from a careers interview at school, what **two** things can you do to get information on possible careers? 2

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\_\_\_\_\_

\_\_\_\_\_

- (d) What is Juan's last piece of advice? 1

\_\_\_\_\_

\_\_\_\_\_





## Item 2

Rubén discusses work experience with Daniela.

- (a) Why is Daniela tired? Give **two** reasons.

2

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- (b) What did she enjoy about her stay in Scotland? State **two** things.

2

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- (c) Daniela worked in a hotel as a receptionist.

- (i) Where was the hotel? Give any **one** detail.

1

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- (ii) According to Daniela, what skills are important to be a receptionist? State **two**.

2

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- (iii) What duties on reception did she like most? State **two**.

2

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[Turn over



\* X 8 6 9 7 6 0 3 0 3 \*

## Item 2 (continued)

(d) Daniela talks about her work experience colleagues.

(i) In what ways did her colleagues help her at work? State any **one**.

1

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(ii) Why did Daniela feel at home?

1

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(e) Daniela is now clearer about her future. What ideas does she have? State any **one**.

1

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[END OF QUESTION PAPER]



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