

Surname						Other Names					
Centre Number						Candidate Number					
Candidate Signature											

For Examiner's Use

Level 1/2 Certificate

**SPANISH
Listening Test
Higher Tier**

SPECIMEN PAPER



- | |
|---|
| <ul style="list-style-type: none"> You will need no other materials |
|---|

Time allowed: 40 minutes approximately
+ 5 minutes reading time before the test

- The pauses are pre-recorded for this test.**

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- You must answer the questions in the spaces provided. Answers written in margins or on blank pages will not be marked.
- Do not open this book until you are told to do so.**

This is what you should do for each item

- After the question number is announced, there will be a pause to allow you to read the instructions and questions.
- Listen carefully to the recording and read the questions again.
- Listen to the recording again, and then answer the questions.
- When the next question is about to start you will hear a bleep like this (*).
- You may write at any time during the test.
- Answer **all** questions.
- Answer the questions in **English**.
- Write neatly and put down **all** the information you are asked to give.
- Ask any questions now. **You must not ask questions or interrupt during the test.**
- You now have five minutes to read through the question paper. You may make notes during this time. You may open your book now.
- The test starts now.**

Information

- The maximum mark for this paper is 40.
- The marks for questions are shown in brackets.
- You must **not** use a dictionary.

For Examiner's Use			
Pages	Mark	Pages	Mark
2/3			
4/5			
6/7			
8/9			
10/11			
12/13			
Total (Column 1)		→	
Total (Column 2)		→	
TOTAL			
Examiner's Initials			

Answer **all** questions in English in the spaces provided.



Computer games

These young people are talking about computer games.

What is their attitude towards each game?

Write **P** for a **positive** attitude.

Write **N** for a **negative** attitude.

Write **P/N** for a **positive and negative** attitude.

Write the correct letter in each box.

Example:

P/N

1

(1 mark)

2

(1 mark)

3

(1 mark)

4

(1 mark)

Jobs



A	the wages
B	the canteen
C	the uniform
D	her colleagues
E	the journey
F	the hours
G	the holidays

What aspect of her job is Amina talking about?

Write the correct letter in each box.

Example:

B

5

--

(1 mark)

6

--

(1 mark)

7

--

(1 mark)

8

--

(1 mark)

8

Turn over ►

Fashion

Carmen is talking about fashion.
Answer **both** parts of the question.

9(i) Carmen says...

A	she wears the same sort of footwear all year round.
B	she never wears a skirt.
C	she wears make-up when she goes to school.

Write the correct letter in the box.

(1 mark)

9(ii) She adds a personal touch by wearing...

A	clothes she makes at home.
B	jewellery.
C	hats.

Write the correct letter in the box.

(1 mark)

10(i) Why is she thinking of getting a polo shirt?

A	For going to the shops.
B	For her birthday party.
C	For going back to school.

Write the correct letter in the box.

(1 mark)

10(ii) What does she wear when she goes out with friends?

A	Bright colours.
B	Dark colours.
C	Clothes with stripes or checks.

Write the correct letter in the box.

(1 mark)

Arguments with parents

What do these people argue about with their parents?
Write the correct letter in each box.

A	Money
B	Homework
C	Clothes
D	Housework
E	Going out
F	Friends
G	Music

11*(1 mark)***12***(1 mark)***13***(1 mark)***14***(1 mark)*

School life

María del Mar is talking about her son.

15 What has happened to her son and what is the consequence?

.....
.....

(2 marks)

16 What is the Headteacher's reaction and how does María del Mar explain this?

.....
.....

(2 marks)

Turn over for the next question

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Turn over ►



Stress

Listen to these people talking about stress.

A	Read
B	Sport
C	Eat healthily
D	Run
E	Take things slowly
F	Eat chocolate
G	Voluntary work
H	Try not to do too much

What **two** things does each speaker do to deal with stress?

Write the correct letters in the boxes.

Example:

What **two** things does Lorenzo do?



A

F

17 What **two** things does Carolina do?



(2 marks)

18 What **two** things does Guillermo do?



(2 marks)

Holidays

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These people are talking about holiday destinations.
For each destination, write one advantage and one disadvantage.

Example:

Destination	Advantage	Disadvantage
Spain	Cheap	Too hot

19

Destination	Advantage	Disadvantage
Germany		

(2 marks)

20

Destination	Advantage	Disadvantage
Japan		

(2 marks)

Local Issues

Ágata and Bernardo are talking about the facilities where they live.

A	Pollution
B	Entertainment for the young
C	Facilities for the disabled
D	Restaurants
E	Sports facilities
F	Shopping
G	Transport links
H	Accommodation
I	Local festivals

- 21** What two things does Ágata **like** about her local area?
Write the correct letters in the boxes.

(2 marks)

- 22** What two things does Bernardo think could be **improved** in his town?
Write the correct letters in the boxes.

(2 marks)

Holiday preferences



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Listen to this report on holiday trends. Answer the following questions.

- 23** Give **two** reasons why Morocco and Tunisia are popular with Spanish tourists.

.....
.....

(2 marks)

- 24** What other trend has been noticed and what is its advantage?

.....
.....

(2 marks)

- 25** Give **two** reasons for the popularity of the Murcia region.

.....
.....

(2 marks)

- 26** Give **two** advantages of staying with a local family.

.....
.....

(2 marks)

END OF QUESTIONS

Level 1/2 Certificate



SPANISH

Listening Test Transcript Higher Tier

FOR INVIGILATOR'S USE ONLY

SPECIMEN PAPER

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- **The test starts now.**

The Invigilator must not pause this recording **at any time** once the test has started as all pauses are pre-recorded.

-
- Example:** **M** Este juego es muy divertido, pero es caro.
- 1** **F** Es muy bonito este juego. Es interesante y me encantan los ratones pequeños que se comen el queso. Son muy monos.
- 2** **M** Este juego es demasiado fácil. ¡Qué rollo! Es solo para niños.
- 3** **F** Este juego me parece bueno. Y la música es genial. Sin embargo, es bastante difícil. Te cansas mucho al final.
- 4** **M** Yo no puedo criticar este juego. Me resulta muy divertido. Y no tiene nada de violencia. Para mí, es perfecto.
- Example:** **F** Como a mediodía. Los platos que sirven aquí son deliciosos.
- 5** **F** Me llevo muy bien con los otros trabajadores. A la hora de comer, charlamos todos juntos. Es divertido.
- 6** **F** Me gusta mucho mi trabajo pero mi jefe no es muy simpático. Se queda en su oficina durante todo el día.
- 7** **F** No me pagan suficiente, es ridículo. Voy a ver al jefe y hablar con él acerca de mi sueldo.
- 8** **F** Trabajo demasiadas horas. El fin de semana no veo a mi familia.
- 9** **F** Yo visto de forma sencilla y con buen gusto...Llevo zapatillas de deporte o de ballet, tanto en invierno como en verano. Normalmente me pongo unos vaqueros, pero cuando hace calor me pongo una falda. El maquillaje está prohibido en el colegio. En la parte de arriba llevo camisetas sencillas y por encima un jersey en invierno. Le doy mi toque personal con un anillo o unos pendientes que hago en casa. No me pongo nunca sombrero.
- 10** **F** Para la vuelta al cole voy a comprar un polo a rayas de manga larga que he visto en el centro comercial. Mis padres me lo podrían dar como regalo de cumpleaños. Cuando salgo con mis amigas, me gusta llevar medias negras con un vestido azul marino muy sencillo, sin cuadros ni rayas. No me gustan mucho los colores vivos.
- 11** **M** Mis padres dicen que no hago suficientes deberes.
- 12** **F** No me llevo bien con mis padres porque a ellos no les gustan mis amigas.

- 13** **M** Cuando salgo con mis amigos tengo que volver a casa a las diez. Es demasiado temprano.
- 14** **F** Mis padres me dicen que no hago lo suficiente en casa.
- 15** **F** Tengo un hijo de 14 años. Está en cuarto curso pero él es muy grande para su edad y un grupo de seis jóvenes de tercer curso le insultan constantemente y se meten con él. Lo que le pasa a mi hijo ahora es que no quiere volver al colegio.
- 16** **F** El otro día fuimos a ver al director del instituto. Él no quiere aceptar la verdad. Imagino que para el director es mejor no hablar del problema ya que su centro tiene buena reputación en estos momentos.
- Example:** **M** ¿Qué haces para relajarte, Lorenzo?
- M** Como chocolate y leo un buen libro.
- 17** **M** ¿Y tú, Carolina? ¿Y tú qué haces?
- F** Yo como de forma equilibrada. Una alimentación sana es importante. La actividad física es un buen modo de combatir el estrés. Odio estar sentada delante de un ordenador. ¡Ah! Y hago windsurf.
- 18** **M** Y tú, Guillermo, ¿qué piensas?
- M** Es necesario aprender a decir que no. No hace falta intentar hacer muchas cosas al mismo tiempo. Hay que hacer las cosas más despacio. No hay que tener mucha prisa.
- Example:** **M** El año pasado fui a España. No fue muy caro, pero el calor fue intolerable.
- 19** **F** En julio fui a Alemania. La gente me pareció muy amable. En cambio la lengua es muy complicada y difícil de entender.
- 20** **M** El verano pasado, visité Tokio, en Japón. Hay muchas cosas bonitas que ver, pero desgraciadamente hay demasiado ruido. No pude dormir.

- 21** **F** En mi pueblo hay muy pocas cosas para los jóvenes. ¡Qué fastidio! Pero es fácil ir Madrid porque hay trenes frecuentes y conexiones de autocar. Desgraciadamente no hay piscina ni gimnasio. En cambio, en la región hay varios centros comerciales que están abiertos hasta las diez de la noche. Es muy práctico.
- 22** **M** En verano hay varias fiestas locales en mi pueblo. Viene mucha gente a visitarnos, lo cual es bueno para los comerciantes. Pero me resulta difícil encontrar comida adecuada. Hay solamente un bar en el centro del pueblo y el servicio allí es bastante lento. A causa de un accidente de coche mi hermano no puede andar bien. Los edificios públicos no están adaptados a las necesidades de los minusválidos.
- 23** **F** Más del 65% de los españoles prefieren los destinos extranjeros para el veraneo. En efecto, a pesar de los recientes problemas políticos en Túnez y Marruecos, estos destinos son ideales para muchos españoles. Están a menos de tres horas de la capital de España y los españoles pueden encontrar allí cosas que les son familiares, como el tipo de comida.
- 24** **F** Otra tendencia, los intercambios de casas y de apartamentos, es un fenómeno reciente que goza de un éxito increíble. Gracias a ellos, los viajeros pueden ahorrar dinero y además se dan cuenta de la importancia de vivir la vida como una familia del país que visitan, de conocer su modo de vida.
- 25** **F** Y para los que simplemente tienen ganas de descubrir las cosas buenas de su propio país, tenemos España. Un destino muy conocido, la Región de Murcia, ofrece un clima agradable y precios razonables.
- 26** **F** Si te quedas en casa de una familia, puedes descubrir una región siguiendo los consejos de sus habitantes y aceptando su hospitalidad. Las vacaciones son también, no lo olvidemos, una oportunidad para conocer gente nueva.

END OF TEST



**LEVEL 1/2 CERTIFICATE
LISTENING TEST**

HIGHER TIER

SPECIMEN MARK SCHEME

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

READING & LISTENING TESTS

Notes on the Marking Scheme

Non-verbal Answers

Follow the mark scheme as set out.

Verbal Answers

1. The basic principle of assessment is that candidates should gain credit for what they know, understand and can do. The following guidance should be borne in mind when marking.
 - (a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. A separate assessment of spelling, punctuation and grammar is not required on these papers because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.
 - (b) Where a candidate has given alternatives or additional information in an answer, the following criteria should be applied:
 - if the alternative/addition does not contradict the key idea or make it ambiguous, **accept**;
 - if the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.
 - (c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.
 - (d) Where a question has more than one **section**, a candidate may include as part of the answer to one section the information required to answer another section. For instance, the information required to answer section (b) might be given as part of the answer to section (a). In such cases, credit should be given for having answered section (b), provided that no incorrect answer has been given for that section in the correct place.
 - (e) Where a question or part of a question carries more than one mark, candidates are given credit for all the correct answers they give, even if they have given incorrect answers as well, except where any of the latter contradicts a correct answer that they have given.
2. / means that these are acceptable alternative answers. (.....) means that this information is not needed for full marks.
3. In questions where candidates are asked to name, for example, three types of vegetable sold in the market, only the first three items they write down should be considered.
4. Accept
 - T/F/?
 - Target language equivalent as instructed in rubric (eg. V/F/PM)
 - ✓/X/?
 - a mix and match approach using the above, where the response is clear and unambiguous (eg. T and ✓ are both used by the candidate).
5. In multiple choice questions where candidates must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.

6. No mark scheme can cover all possible answers. When in doubt:
 - look for the key idea, where this is appropriate.
 - **NFP** = no further penalty.
7. Further examples of (un)acceptable answers will be added at the Standardisation meeting once the examination has been sat.

Higher Tier

Question	Accept	Mark
1	P	1
2	N	1
3	P/N	1
4	P	1

(4 marks)

Question	Accept	Mark
5	D	1
6	C	1
7	A	1
8	F	1

(4 marks)

Question	Accept	Mark
9(i)	A	1
9(ii)	B	1
10(i)	C	1
10(ii)	B	1

(4 marks)

Question	Accept	Mark
11	B	1
12	F	1
13	E	1
14	D	1

(4 marks)

Question	Accept	Mark
15	He's being bullied/he doesn't want to go to school	1 + 1

(2 marks)

Question	Accept	Mark
16	Won't accept the truth/worried about the reputation of the school	1 + 1

(2 marks)

Question	Accept	Mark
17	C, B (in any order)	1 + 1
18	E, H (in any order)	1 + 1

(4 marks)

Question	Accept	Mark
19	Nice people/language problems	1 + 1
20	Lots to see/noisy	1 + 1

(4 marks)

Question	Accept	Mark
21	G, F (in any order)	1 + 1
22	D, C (in any order)	1 + 1

(4 marks)

Question	Accept	Mark
23	Not far to travel/familiar food	1 + 1
24	Swap homes/save money OR live life like a local	1 + 1
25	Climate/prices	1 + 1
26	Benefit from advice of locals/experience hospitality/make new friends	1 + 1

(8 marks)

Total marks 40