



National
Qualifications
SPECIMEN ONLY

SQ42/H/01

**Spanish
Reading and Directed Writing**

Date — Not applicable

Duration — 1 hour and 40 minutes

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Total marks — 40

SECTION 1 — READING — 30 marks

Attempt ALL questions

Write your answers clearly, in **English**, in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

SECTION 2 — DIRECTED WRITING — 10 marks

Choose ONE scenario and write your answer clearly, in **Spanish**, in the answer booklet provided. In the answer booklet you must clearly identify the scenario number 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 4 2 H 0 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.

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." (<i>lines 13–15</i>) | 10 |

SECTION 2 — DIRECTED WRITING — 10 marks

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

SCENARIO 1: Employability

Last summer, you spent a month working in Spain.
You have been asked to write a report in Spanish for your school/college language webpage about your experience.

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

- Where you worked **and** how you got the job
- What you had to do every day
- If you got on with your boss and the other employees
- If you would recommend working abroad

You should write approximately 120–150 words.

OR

SCENARIO 2: Culture

While in Spain/Latin America, you attended a party organised by your Spanish/Latin American friend.
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** the reason your friend was having a party
- What the people were like that you met at the party
- What you enjoyed most about the party
- What plans you will make if your Spanish friend comes to visit you

You should write approximately 120–150 words.

[END OF SPECIMEN QUESTION PAPER]



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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 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: Section 1 — Reading

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 response	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>

General Marking Principles for Higher Spanish Section 2 — Directed 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) Candidates will write a piece of extended writing in Spanish addressing a scenario that has four related bullet points. Candidates must address each bullet point. The first bullet point contains two pieces of information to be addressed. The remaining three bullet points contain one piece of information each. There is a choice of two scenarios and learners must choose one of these.
- (b) Marks for each candidate response must **always** be assigned in line with these General Marking Principles and the specific Marking Instructions for the Directed Writing scenario.
- (c) For each of the sections for writing, the marker should select the pegged mark that most closely describes the candidate's performance.
- (d) 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. Marks should be awarded for the candidate's demonstration of ability in the three main characteristics in writing:
 - i) Content
 - ii) Accuracy
 - iii) Language resource - variety, range, structure
- (e) Markers can award the highest pegged mark for writing even if there are minor errors. These should not detract from the overall impression.
- (f) Candidates may display ability across more than one pegged mark descriptor. Markers should recognise the closeness of the pegged mark descriptors and consider carefully the most appropriate overall pegged mark based on the candidate's performance.
- (g) Markers must adhere to the following general marking principle in situations where the candidate has not addressed one or more bullet points:
 - i) If a candidate has failed to address one of the bullet points, the **maximum** mark that can be awarded is 6.
 - ii) If a candidate has failed to address two of the bullet points, the **maximum** mark that can be awarded is 4.
 - iii) If a candidate has failed to address three or more of the bullet points, the **maximum** mark that can be awarded is 0.

The table below gives further guidance to markers. If:

the candidate only addresses one part of one of the introductory, more predictable bullet point	In such a case the candidate is deemed to have not addressed the bullet point and the maximum mark that can be awarded is 6.
some bullet points fit into one category but others are in the next, lower category	It is important to look carefully at which bullet points are better addressed. If the better sections include the more predictable, introductory bullet point, the marker is less likely to be generous than if responses to unpredictable bullet points are of a better quality. If there is a serious decline after the initial bullet point, a lower mark must be awarded. It is also important to consider the balance of the bullet points. Sometimes a candidate writes twice as much about the opening bullet point - or even about information that is not covered by any of the bullet points- as for the three remaining bullet points. In such cases, the lower mark being considered should be awarded.
the marker is having great difficulty in deciding whether the writing is good enough to pass	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than incorrect, it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.
the Directed Writing, from the point of view of content, looks as if it belongs in a top category, but contains some possibly serious grammatical errors as a result of using relatively advanced structures combined with a less than confident knowledge of more basic structures	This is a case where the candidate is more adventurous, but less accurate. It is always important to assess what it is the candidate can do, and thus highlight the positive. However, in such cases, it is likely that the candidate will be awarded 6.

Mark	Content	Accuracy	Language resource: variety, range, structures
10	<ul style="list-style-type: none"> The content is comprehensive All bullet points are addressed fully and some candidates may also provide additional relevant information 	<ul style="list-style-type: none"> The language is accurate in all four bullets However, where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall very good impression 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 accurate spelling, although the language may contain a number of minor errors, or even one serious error Where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall very good impression 	<ul style="list-style-type: none"> The language used is detailed and complex There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order A comprehensive range of verbs/verb forms, tenses and constructions is used Some modal verbs and infinitives may be used The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence Sentences are mainly complex and accurate The language flows well

Mark	Content	Accuracy	Language resource: variety, range, structures
8	<ul style="list-style-type: none"> The content is clear All bullet points are addressed clearly. The response to one bullet point may be thin, although other bullet points are dealt with in some detail 	<ul style="list-style-type: none"> The language is mostly accurate. Where the candidate attempts to use detailed and complex language, this may be less successful, although basic structures are used accurately A range of verbs is used accurately and tenses are generally consistent and accurate There may be a few errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure, where relevant 	<ul style="list-style-type: none"> The language used is detailed and complex In one bullet point the language may be more basic than might otherwise be expected at this level The candidate uses a range of verbs/verb forms and other constructions There may be less variety in the verbs used The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence Sentences are generally complex and mainly accurate Overall the writing will be very competent, essentially correct, but may be pedestrian

Mark	Content	Accuracy	Language resource: variety, range, structures
6	<ul style="list-style-type: none"> The content is adequate and may be similar to that of an 8 Bullet points may be addressed adequately, however one of the bullet points may not be addressed 	<ul style="list-style-type: none"> The language may be mostly accurate in two or three bullet points. However, in the remaining one or two, control of the language structure may deteriorate significantly The verbs are generally correct, but basic Tenses may be inconsistent, with present tenses being used at times instead of past tenses There may be errors in spelling, adjective endings and some prepositions may be inaccurate or omitted. There are quite a few errors in other parts of speech - personal pronouns, gender of nouns, adjective endings, cases (where relevant), singular/plural confusion - and in the use of accents (where relevant) 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 detailed and complex language The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level The candidate relies on a limited range of vocabulary and structures There is minimal use of adjectives, probably mainly after "is" The candidate has a limited knowledge of plurals A limited range of verbs is used to address some of the bullet points The candidate copes with the past tense of some verbs When using the perfect tense, the past participle is incorrect or the auxiliary verb is omitted on occasion Sentences are mainly single clause and may be brief

Mark	Content	Accuracy	Language Resource: variety, range, structures
4	<ul style="list-style-type: none"> The content may be limited and the Directed Writing may be presented as a single paragraph Bullet points may be addressed in a limited way. Two of the bullet points are not be addressed 	<ul style="list-style-type: none"> The language is mainly inaccurate and after the first bullet the control of the language structure may deteriorate significantly. A limited range of verbs is used Ability to form tenses is inconsistent In the use of the perfect tense the auxiliary verb is omitted on a number of occasions There may be confusion between the singular and plural form of verbs There are errors in many other parts of speech - gender of nouns, cases, singular/plural confusion - and in spelling and, where appropriate, word order Several errors are serious, perhaps showing mother tongue interference 	<ul style="list-style-type: none"> There is limited use of detailed and complex language The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as to be, to have, to play, to watch The candidate mainly copes only with simple language The verbs “was” and “went” may also be used correctly Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker An English word may appear in the writing or a word may be omitted There may be an example of serious dictionary misuse

Mark	Content	Accuracy	Language resource: variety, range, structures
2	<ul style="list-style-type: none"> The content may be basic or similar to that of a 4 or even a 6 Bullet points are addressed with difficulty. 	<ul style="list-style-type: none"> The language is inaccurate in all four bullets and there is little control of language structure Many of the verbs are incorrect or even omitted. There is little evidence of tense control There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions, for instance 	<ul style="list-style-type: none"> There is little use, if any, of detailed and complex language Verbs used more than once may be written differently on each occasion The candidate displays almost no knowledge of the past tense of verbs The candidate cannot cope with more than one or two basic verbs Sentences are very short and some sentences may not be understood by a sympathetic native speaker

Mark	Content	Accuracy	Language resource: variety, range, structures
0	<ul style="list-style-type: none"> The content is very basic. The candidate is unable to address the bullet points <p>Or</p> <ul style="list-style-type: none"> Three or more of the bullet points are not be addressed 	<ul style="list-style-type: none"> The language is seriously inaccurate in all four bullets and there is almost no control of language structure Most errors are serious Virtually nothing is correct Very little is intelligible to a sympathetic native speaker 	<ul style="list-style-type: none"> There is no evidence of detailed and complex language The candidate may only cope with the verbs to have and to be There may be several examples of mother tongue interference. English words are used Very few words are written correctly in the modern language. There may be several examples of serious dictionary misuse

[END OF SPECIMEN MARKING INSTRUCTIONS]