

FOR OFFICIAL USE



National
Qualifications
SPECIMEN ONLY

Mark

SQ39/N5/01

**Spanish
Reading and Writing**

Date — Not applicable

Duration — 1 hour and 30 minutes



Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Number of seat

Date of birth

Day

Month

Year

Scottish candidate number

Total marks — 50

SECTION 1 — READING — 30 marks

Read all THREE texts and attempt ALL questions.

SECTION 2 — WRITING — 20 marks

Write your answer in the space provided on Pages nine and ten.

When you are told to do so, open your paper and write your answers clearly, in English, in the spaces provided.

Use blue or black ink.

You may use a Spanish dictionary.

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.



Text 1

You are looking at a Spanish website for young people and come across an article about using smartphones.

Usa tu teléfono móvil con inteligencia

Con esta **campana** , la policía alertará a los jóvenes de los riesgos para la seguridad y para la privacidad de los móviles inteligentes. El principal objetivo es que los adolescentes se sientan tan seguros cuando pasean por la calle como cuando navegan por una página web.

El director general de la Policía advierte a los jóvenes: “Ten mucho cuidado con tu teléfono móvil. Nunca reveles tu contraseña.”

La campaña está dirigida a los adolescentes, pero también a los padres que son responsables de supervisar el uso que sus hijos hacen del móvil.

Es importante que los jóvenes sean cuidadosos con las fotos y los vídeos que comparten, así como pedirles que no den su número de móvil a desconocidos.

Finalmente, también los padres tienen que aconsejar a sus hijos sobre el uso seguro del móvil como por ejemplo cómo sus hijos lo utilizan, con quién hablan, qué aplicaciones utilizan y dónde navegan.



Questions

- (a) What will the Spanish police do with this campaign? Mention any **one** thing. 1

- (b) The main aim of the campaign is to help teenagers feel safe using their smartphones in certain situations. Which situations are given? Tick (✓) the **two** correct boxes. 2

Walking in the street	<input type="checkbox"/>
Going out with friends	<input type="checkbox"/>
Downloading music	<input type="checkbox"/>
Surfing the net	<input type="checkbox"/>



* S Q 3 9 N 5 0 1 0 2 *

Text 1 Questions (continued)

MARKS

DO NOT
WRITE IN
THIS
MARGIN

(c) What does the Head of Police say to warn young people?

2

(d) What are parents responsible for?

1

(e) There is advice on when young people should take care when using their mobile phones. Mention any **two** details.

2

(f) Parents also have to give advice to their children about the safe use of smartphones. What advice do they give? Mention any **two** things.

2

Total marks 10

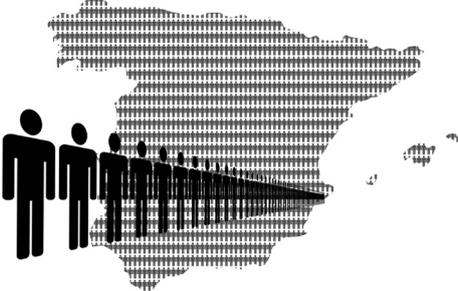


Text 2

While reading a magazine about current issues in Spain, you read an article about unemployment.

El paro en España

Según un informe reciente, se han cerrado muchas fábricas y esto ha provocado un fuerte aumento del paro en este año fiscal. Según los datos, el total de personas sin trabajo ha subido a un nuevo máximo histórico y los expertos opinan que el desempleo subirá aún más el año que viene.



Según las estadísticas nacionales publicadas por el gobierno, las mujeres registran la tasa más alta de desempleo mientras que casi la mitad de los menores de veinticinco años están en paro.

La ocupación más afectada es la construcción de viviendas por muchas razones: por ejemplo, los bancos no conceden hipotecas y aproximadamente un sesenta por ciento de los jóvenes se quedan en casa de sus padres hasta los treinta años.

Rafael Fajardo, un joven de 23 años de Barcelona, llevaba catorce meses sin trabajo después de licenciarse de la universidad: “Pasaba todos los días andando a las empresas para entregar personalmente mi currículum o pasaba horas y horas frente al ordenador, buscando ofertas por internet. Afortunadamente la semana pasada me llamaron para una entrevista para un bufete de abogados – es un gran paso adelante”.

Questions

- (a) According to the article, what has caused the rise in unemployment in Spain this financial year? 1
- _____
- (b) What do experts think will happen next year? 1
- _____
- (c) The second paragraph gives some statistics. Complete the sentence. 2
- According to national statistics published by the government, women have _____ whereas _____ are unemployed.

Text 2 Questions (continued)

MARKS

DO NOT
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(d) (i) Which industry is most affected by unemployment?

1

(ii) What are the reasons for this? Mention **two** things.

2

(e) What did Rafael Fajardo do to look for a job? Give details of **two** things.

2

(f) How does the text end? Tick (✓) the correct box.

1

It ends on a negative note	
It ends positively	
It ends with a warning	

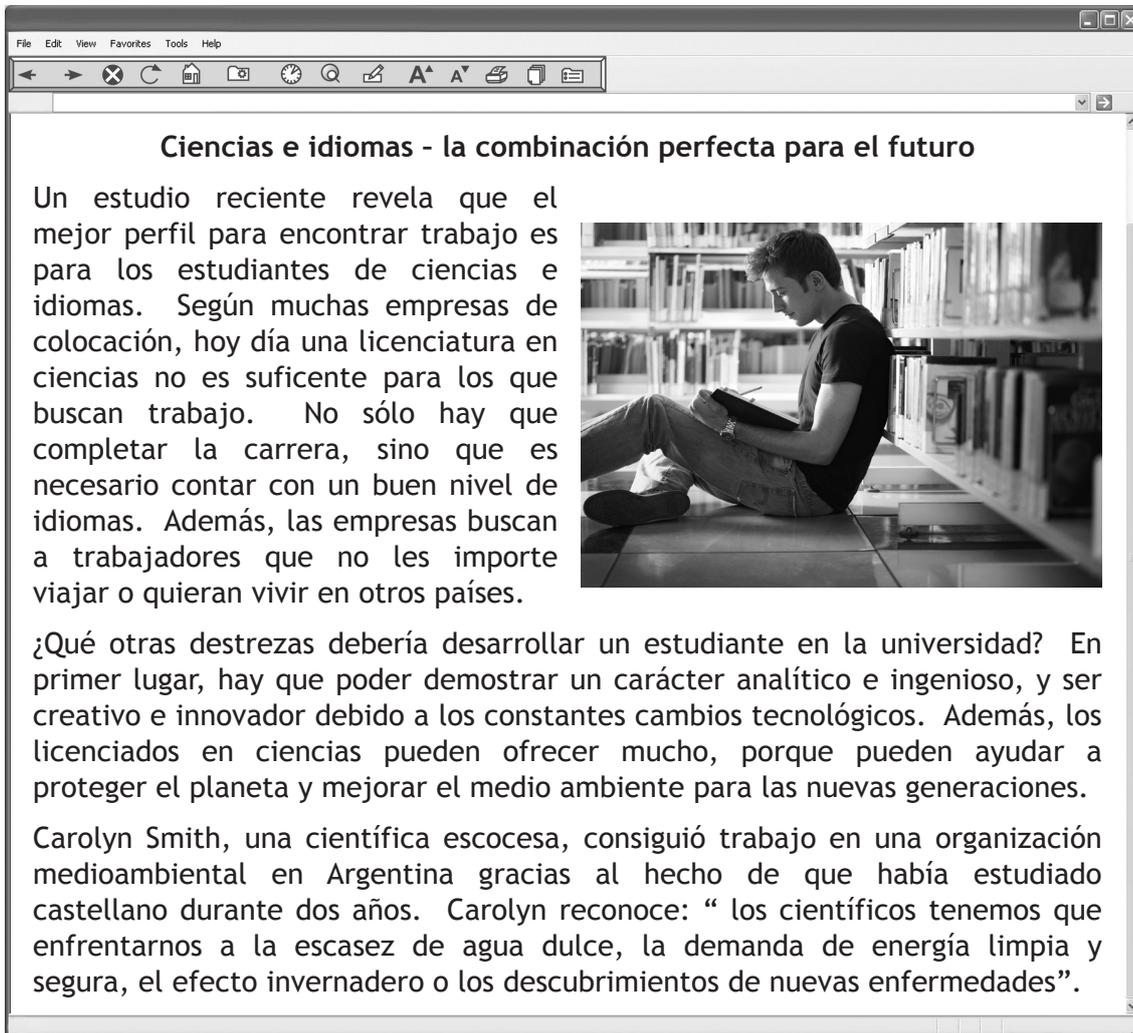
Total marks 10



* S Q 3 9 N 5 0 1 0 5 *

Text 3

You are looking at a website offering advice on university studies.



Ciencias e idiomas - la combinación perfecta para el futuro

Un estudio reciente revela que el mejor perfil para encontrar trabajo es para los estudiantes de ciencias e idiomas. Según muchas empresas de colocación, hoy día una licenciatura en ciencias no es suficiente para los que buscan trabajo. No sólo hay que completar la carrera, sino que es necesario contar con un buen nivel de idiomas. Además, las empresas buscan a trabajadores que no les importe viajar o quieran vivir en otros países.



¿Qué otras destrezas debería desarrollar un estudiante en la universidad? En primer lugar, hay que poder demostrar un carácter analítico e ingenioso, y ser creativo e innovador debido a los constantes cambios tecnológicos. Además, los licenciados en ciencias pueden ofrecer mucho, porque pueden ayudar a proteger el planeta y mejorar el medio ambiente para las nuevas generaciones.

Carolyn Smith, una científica escocesa, consiguió trabajo en una organización medioambiental en Argentina gracias al hecho de que había estudiado castellano durante dos años. Carolyn reconoce: “ los científicos tenemos que enfrentarnos a la escasez de agua dulce, la demanda de energía limpia y segura, el efecto invernadero o los descubrimientos de nuevas enfermedades”.

Questions

- (a) Apart from finishing your degree, what else is necessary in order to find a job? 1
- _____
- (b) What are companies looking for? Complete the sentence below. 2
- Companies are looking for workers who _____
- or who _____.
- (c) What other skills should a student also develop? Give details of one set of skills. 1
- _____



* S Q 3 9 N 5 0 1 0 6 *

Text 3 Questions (continued)

MARKS

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- (d) Science graduates can offer a lot. Give **two** details of what they can offer.

2

- (e) What helped Carolyn Smith get her job with an environmental organisation in Argentina?

1

- (f) Carolyn talks about the challenges scientists face. Give details of any **three** challenges.

3

Total marks 10



* S Q 3 9 N 5 0 1 0 7 *

SECTION 2 — WRITING — 20 marks

You are preparing an application for the job advertised below and you write an e-mail in Spanish to the company.

Los grandes almacenes, “Las Galerías” en Madrid ofrecen empleo este verano. Necesitan jóvenes con conocimiento de español e inglés , buena presencia, y buenas destrezas comunicativas para trabajar con los clientes. Si le interesa esta oferta de empleo, por favor envíenos un e-mail con sus datos e información a: Galerías.info@es.com.

To help you to write your e-mail, you have been given the following checklist of information to give about yourself and to ask about the job.

You must include all of these points:

- Personal details (name, age, where you live)
- School/college/education experience until now
- Skills/interests you have which make you right for the job
- Related work experience
- Languages spoken
- Reason for wanting to work in Spain

Use all of the above to help you write the e-mail in Spanish. The e-mail should be approximately 120–150 words. You may use a Spanish dictionary.



ANSWER SPACE FOR SECTION 2

MARKS

DO NOT
WRITE IN
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MARGIN



* S Q 3 9 N 5 0 1 0 9 *

ANSWER SPACE FOR SECTION 2 (continued)

MARKS

DO NOT
WRITE IN
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MARGIN

[END OF SPECIMEN QUESTION PAPER]



* S Q 3 9 N 5 0 1 1 0 *



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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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Part One: General Marking Principles for National 5 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 specific Marking Instructions for each question. The marking schemes are written to assist in determining the 'minimal acceptable answer' rather than listing every possible correct and incorrect answer.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the specific Marking Instructions for the relevant question.
- (b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.
- (c) Award a mark to each answer. Marks are not transferable between questions.
- (d) For live Reading Marking Instructions, there will be a process of illustrating other acceptable answers.

Part Two: Marking Instructions: Section 1 — Reading

Text 1

Question		Expected response	Max mark	Additional guidance
1	a	<ul style="list-style-type: none"> • alert people to safety/security risks • alert people to privacy of smartphones <p><i>(One mark for one of the above points)</i></p>	1	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.
1	b	<ul style="list-style-type: none"> • walking in the streets • surfing the net 	2	
1	c	<ul style="list-style-type: none"> • be very careful with your phone • never give out your password 	2	
1	d	<ul style="list-style-type: none"> • supervising the use of phones by their children 	1	
1	e	<ul style="list-style-type: none"> • be careful with photos and videos that they share • should not give their number to people they do not know 	2	
1	f	<ul style="list-style-type: none"> • How they use their smartphones • Who they speak to • What apps they use • Where/what sites they surf <p><i>(One mark each for any two of the above points)</i></p>	2	

Text 2

Question			Expected response	Max mark	Additional guidance
2	a		<ul style="list-style-type: none"> closure of many factories 	1	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.
2	b		<ul style="list-style-type: none"> Unemployment will rise even more 	1	
2	c		<ul style="list-style-type: none"> the highest rate of unemployment almost half of people under 25 	2	
2	d	i	<ul style="list-style-type: none"> the construction of houses 	1	
2	d	ii	<ul style="list-style-type: none"> banks don't give mortgages almost 60% of young people stay with their parents till they are 30 	2	
2	e		<ul style="list-style-type: none"> spent every day walking to companies to personally hand in his CV spent hours in front of the computer 	2	
2	f		<ul style="list-style-type: none"> it ends positively 	1	

Text 3

Question		Expected response	Max mark	Additional guidance
3	a	<ul style="list-style-type: none"> • good knowledge/level of languages/ 	1	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.
3	b	<ul style="list-style-type: none"> • don't mind travelling • want to live in other countries 	2	
3	c	<ul style="list-style-type: none"> • (be able to show) they are analytical and clever • be creative and innovative <p><i>(One mark for one of the above points)</i></p>	1	
3	d	<ul style="list-style-type: none"> • they can help to protect the planet • and improve the environment (for future generations) 	2	
3	e	<ul style="list-style-type: none"> • she (had) studied Spanish for two years 	1	
3	f	<ul style="list-style-type: none"> • lack of water/drinking water • demands of clean and secure energy • greenhouse effect • discovery of new illnesses <p><i>(One mark each for any three of the above points)</i></p>	3	

Part Three: General Marking Principles for National 5 Spanish Writing

Task: E-mail application for a job in this country or abroad, including information specified in six bullet points.

Assessment process:

Candidates will write a piece of extended writing in the modern language by addressing six bullet points. These bullet points will follow on from a job-related scenario. The bullet points will cover the four contexts of society, learning, employability and culture to allow candidates to use and adapt learned material. The first four bullet points will be the same each year and the last two will change to suit the scenario. Candidates need to address these ‘unpredictable bullet points’ in detail to access the full range of marks.

With reference to *Content*, *Accuracy* and *Language resource*, assess the overall quality of the candidate’s response and allocate it to a pegged mark. It is important to assess how candidates have addressed bullet points and detail in relation to this as highlighted in bold in *Content*.

Category	Mark	Content	Accuracy	Language resource — variety, range, structures
Very good	20	<p>The job advert has been addressed in a full and balanced way. The candidate uses detailed language.</p> <p>The candidate addresses the advert completely and competently, including information in response to both unpredictable bullet points.</p> <p>A range of verbs/ verb forms, tenses and constructions is used.</p> <p>Overall this comes over as a competent, well thought-out and serious application for the job.</p>	<p>The candidate handles all aspects of grammar and spelling accurately, although the language may contain one or two minor errors.</p> <p>Where the candidate attempts to use language more appropriate to Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression.</p>	<p>The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence.</p> <p>Some modal verbs and infinitives may be used.</p> <p>There is good use of adjectives, adverbs and prepositional phrases and, where appropriate, word order. There may be a range of tenses.</p> <p>The candidate uses co-ordinating conjunctions and/or subordinate clauses where appropriate.</p> <p>The language of the e-mail flows well.</p>

Category	Mark	Content	Accuracy	Language resource — variety, range, structures
Good	16	<p>The job advert has been addressed competently.</p> <p>There is less evidence of detailed language.</p> <p>The candidate uses a reasonable range of verbs/verb forms.</p> <p>Overall, the candidate has produced a genuine, reasonably accurate attempt at applying for the specific job, even though he/she may not address one of the unpredictable bullet points.</p>	<p>The candidate handles a range of verbs fairly accurately.</p> <p>There are some errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure, where appropriate.</p> <p>Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately.</p> <p>There may be one or two examples of inaccurate dictionary use, especially in the unpredictable bullet points.</p>	<p>There may be repetition of verbs.</p> <p>There may be examples of listing, in particular when referring to school/college experience, without further amplification.</p> <p>There may be one or two examples of a co-ordinating conjunction, but most sentences are simple sentences.</p> <p>The candidate keeps to more basic vocabulary, particularly in response to either or both unpredictable bullet points.</p>
Satisfactory	12	<p>The job advert has been addressed fairly competently.</p> <p>The candidate makes limited use of detailed language.</p> <p>The language is fairly repetitive and uses a limited range of verbs and fixed phrases, eg <i>I like, I go, I play.</i></p>	<p>The verbs are generally correct, but may be repetitive.</p> <p>There are quite a few errors in other parts of speech – gender of nouns, cases, singular/ plural confusion, for instance.</p> <p>Prepositions may be missing, eg <i>I go the town.</i></p>	<p>The candidate copes with the first and third person of a few verbs, where appropriate.</p> <p>A limited range of verbs is used.</p> <p>Sentences are basic and mainly brief.</p> <p>There is minimal use of adjectives, probably mainly after <i>is</i> eg <i>Chemistry is interesting.</i></p>

Category	Mark	Content	Accuracy	Language resource — variety, range, structures
		<p>The candidate copes fairly well with areas of personal details, education, skills, interests and work experience but does not deal fully with the two unpredictable bullet points and indeed may not address either or both of the unpredictable bullet points.</p> <p>On balance however the candidate has produced a satisfactory job application in the specific language.</p>	<p>Overall, there is more correct than incorrect.</p>	<p>The candidate has a weak knowledge of plurals.</p> <p>There may be several spelling errors, eg reversal of vowel combinations.</p>
Unsatisfactory	8	<p>The job advert has been addressed in an uneven manner and/or with insufficient use of detailed language.</p> <p>The language is repetitive, eg <i>I like, I go, I play</i> may feature several times.</p> <p>There may be little difference between Satisfactory and Unsatisfactory.</p> <p>Either or both of the unpredictable bullet points may not have been addressed.</p> <p>There may be one sentence which is not intelligible to a sympathetic native speaker.</p>	<p>Ability to form tenses is inconsistent.</p> <p>There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion, for instance.</p> <p>Several errors are serious, perhaps showing mother tongue interference.</p> <p>The detail in the unpredictable bullet points may be very weak.</p> <p>Overall, there is more incorrect than correct.</p>	<p>The candidate copes mainly only with the personal language required in bullet points 1 and 2.</p> <p>The verbs “is” and “study” may also be used correctly.</p> <p>Sentences are basic.</p> <p>An English word may appear in the writing.</p> <p>There may be an example of serious dictionary misuse.</p>

Category	Mark	Content	Accuracy	Language resource — variety, range, structures
Poor	4	<p>The candidate has had considerable difficulty in addressing the job advert. There is little evidence of the use of detailed language.</p> <p>Three or four sentences may not be understood by a sympathetic native speaker.</p> <p>Either or both of the unpredictable bullet points may not have been addressed.</p>	<p>Many of the verbs are incorrect.</p> <p>There are many errors in other parts of speech — personal pronouns, gender of nouns, cases, singular/ plural confusion, prepositions, for instance.</p> <p>The language is probably inaccurate throughout the writing.</p>	<p>The candidate cannot cope with more than one or two basic verbs.</p> <p>The candidate displays almost no knowledge of the present tense of verbs.</p> <p>Verbs used more than once may be written differently on each occasion.</p> <p>Sentences are very short.</p> <p>The candidate has a very limited vocabulary.</p> <p>Several English words may appear in the writing.</p> <p>There are examples of serious dictionary misuse.</p>
Very poor	0	<p>The candidate is unable to address the job advert.</p> <p>The two unpredictable bullet points may not have been addressed.</p> <p>Very little is intelligible to a sympathetic native speaker.</p>	<p>Virtually nothing is correct.</p>	<p>The candidate may only cope with the verbs <i>to have</i> and <i>to be</i>.</p> <p>Very few words are written correctly in the modern language.</p> <p>English words are used.</p> <p>There may be several examples of mother tongue interference.</p> <p>There may be several examples of serious dictionary misuse.</p>

[END OF SPECIMEN MARKING INSTRUCTIONS]