This model paper is free to download and use for revision purposes. The paper has been specially commissioned by Hodder Gibson and has been written by experienced senior teachers and examiners. This is not SQA material but has been devised to provide further practice for SQA National Qualification examinations in 2016 and beyond.

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Spanish Reading

Duration — 1 hour and 30 minutes
Total marks — 30

READING — 30 marks
Read all THREE texts and attempt ALL questions.

Write your answers clearly, in English, in the spaces provided in this booklet.
You may 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.

There is a separate question and answer booklet for Writing. You must complete your answer for Writing in the question and answer booklet for Writing.

Before leaving the examination room you must give both booklets to the Invigilator; if you do not, you may lose all the marks for this paper.
Reading — 30 marks

Text 1
You read this article, aimed at people who wish to eat healthily, but lose weight as well.

Guía para comer sano

Como regla general, debes escoger alimentos que sean bajos en grasas saturadas y en colesterol. También debes limitar tu ingesta de azúcar y sal. Debes comer más alimentos con fibra, como frutas, vegetales y cereales.

Si quieres perder algunos kilos, piensa en la regla número 1: ¡no dejes de comer ni se te ocurra hacer dieta! Eso sí, si quieres mantener tu peso, no puedes comer todo lo que quieras sin control. A continuación, unos pequeños consejos para que no comas más de lo que debes.

Come todas las frutas y verduras que quieras. Bebe mucha agua. El agua es un nutriente esencial. No esperes a tener sed para beber. Desayuna ... y bien. El desayuno es la comida más importante del día y te mantendrá llena de energía todo el día. Si no lo haces, estarás todo el día con hambre y comerás de más.

Cena ligero optando por las carnes blancas y magras o el pescado. Evita siempre que puedas las comidas muy saladas, las salsas, los fritos y las golosinas. De postre: yogurt desnatado o fruta aunque un helado fresquito es ideal para ayudarte a hacer la digestión. Come cinco veces al día. Es mejor para el estómago y para el cerebro, y evitará que piques entre horas.

Questions

(a) The opening paragraph gives three pieces of advice: give any two of them. 2

(b) According to the article what is rule number one for those wishing to lose weight? 1

(c) What advice is given about drinking water? Mention one thing. 1

(d) What will happen if you don’t eat a good breakfast? Mention two things. 2
Text 1 Questions (continued)

(e) You are given advice on what kind of food to avoid. Tick (✔) the correct boxes.

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Big salads</td>
<td></td>
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<tr>
<td>Sauces</td>
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<tr>
<td>Sweets</td>
<td></td>
</tr>
<tr>
<td>Ice cream</td>
<td></td>
</tr>
</tbody>
</table>

(f) Why should you eat five times a day? Mention two things.

Total marks 10

Text 2

You come across this article in a Spanish magazine, all about exams.

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**Algunos consejos para los Exámenes**

Venga preparado; débese llegar temprano para los exámenes y traer todos los materiales que necesitará, tales como lápices, calculadora, diccionario, y reloj. Esto le ayudará a tener todo a mano y concentrarse en la tarea.

Permanezca relajado y confiado. Recuérdese a sí mismo que está bien preparado y va a salir todo bien; si se siente ansioso antes o durante un examen, realice varias respiraciones lentas y profundas para relajarse. Va a ser mejor que no hables con otros estudiantes antes de un examen; la ansiedad es contagiosa.

Deberías utilizar un 10% de su tiempo de lectura leyendo toda el examen cuidadosamente, antes de empezar. A medida que lea las preguntas, escriba breves apuntes indicando ideas que podrá utilizar más tarde en sus respuestas. Planee contestar las preguntas fáciles primero y las preguntas más difíciles en último lugar, y contestar las preguntas del examen en un orden estratégico. Las últimas preguntas que responde deben ser las más difíciles, llevar la mayor cantidad de texto escrito, o tener el menor valor en puntaje. Resista el impulso a salir tan pronto ha completado todos los items. Asegúrese de haber contestado todas las preguntas de haber corregido su escrito en cuanto a gramática y puntuación.
(a) This advice is for: tick (✓) the correct box

- Teachers organising exams
- Revising for exams
- What to do on the day of the exam

(b) The first bullet point tells you what to bring. How will this help you? Complete the sentence.
This will help you ________________, and to ________________.

(c) In the second bullet point, you are given advice on what to do if you are anxious. What should you do? Why?

(d) Why should you not talk to other students before the exam?

(e) What should you spend 10% of the time you have doing?

(f) Which questions should you answer last? Mention two things.

(g) What temptation should you resist?

Total marks 10
You read this article about a survey of public services which was carried out recently among young people in the province of Málaga.

**Joven espíritu crítico**

Más de setecientos alumnos de entre trece y dieciocho años han participado en una encuesta. Los resultados demuestran que los alumnos se preocupan sobre todo por el servicio de transporte urbano nocturno y las carreteras peligrosas por las que hay que pasar para ir a clase. Además se quejan de la ausencia de suficientes instalaciones deportivas fuera de las grandes ciudades.

**Marisa**

Para mí, sin lugar a dudas, lo que más me preocupa es la falta de seguridad por las calles del centro de la ciudad.

**Felipe**

En mi familia, intentamos reciclar lo más posible y nos hacen falta más contenedores para el reciclaje en nuestro barrio sin tener que andar kilómetros.

**Antonia**

Como mis compañeras de clase, me preocupan las antenas de telefonía móvil situadas cerca de nuestro instituto y sus posibles consecuencias peligrosas para la salud.

**Diferencias entre ciudades y pueblos**

La conclusión principal del sondeo es que existen diferencias importantes entre los servicios públicos puestos a disposición de los jóvenes según su lugar de residencia. Hay una clara desventaja para los que viven en pequeños pueblos. En muchos de los pueblos aislados, el único lugar de reunión para jóvenes es la plaza. Por otro lado, en las ciudades, aunque existen cines y discotecas, los jóvenes tienen problemas para volver a casa por la noche ya que no hay autobuses después de las doce.

**Questions**

(a) Who exactly took part in this survey? Give details.  
(b) What were they most concerned about? Give details about any two things.  
(c) What was Marisa most worried about?  
(d) What recycling issue was Felipe concerned about?
Text 3 Questions (continued)

(e) What worried Antonia and her classmates? Tick (√) the correct answers.  

<table>
<thead>
<tr>
<th>The mobile phone reception</th>
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</thead>
<tbody>
<tr>
<td>The mobile phone masts</td>
<td></td>
</tr>
<tr>
<td>Health dangers</td>
<td></td>
</tr>
<tr>
<td>The situation in her school</td>
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</tbody>
</table>

2

(f) The survey reached the conclusion that there are important differences depending on where you live.

(i) What disadvantage is there if you live in a remote village? 1

(ii) What is the problem if you live in the city? Explain in detail. 2

Total marks 10

[END OF READING PAPER]
Duration — 1 hour and 30 minutes

Total marks — 20

WRITING — 20 marks

Write your answers clearly, in Spanish, in the space provided in this booklet.

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 question and answer booklet for Reading. You must complete your answers for Reading in the question and answer booklet for Reading.

Before leaving the examination room you must give both booklets to the Invigilator; if you do not, you may lose all the marks for this paper.
You are preparing an application for the job advertised below and you write an e-mail in Spanish to the company.

**Café en el centro de Malagá busca camarero/a**

Necesitamos a una persona motivada, con conocimiento de español e inglés.

Para más información, o si el empleo le interesa, debe ponerse en contacto con la Señora González a SGon@cafecentralmalaga.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
- When you will be available for interview and to work
- Your experience of working with the public

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.
Duration — 25 minutes (approx)
Total marks — 20

When you are told to do so, open your paper.

You will hear two items in Spanish. **Before you hear each item, you will have one minute to study the question.** You will hear each item three times, with an interval of one minute between playings. You will then have time to answer the questions about it before hearing the next item.

Write your answers clearly, in **English**, in the spaces provided.

You may take notes as you are listening to the Spanish, but only in this booklet.

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

You may **NOT** use a Spanish dictionary.

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.
Item 1

Eduardo talks about his plans and the decisions he has to make about his future.

(a) What does he say about what he will study? Complete the sentence.  

I would like to study ____________________.

(b) Why does he think that a gap year would be beneficial? Give two reasons.  

(c) What problem does he have?  

(d) What solution has he found? Give exact details.  

(e) Why is he happy with this arrangement? Mention any two reasons.  

(f) In your opinion, is Eduardo positive about his future prospects? Tick (✓) one box.  

| He is sure he is making the right choices |
| He is worried he has not enough money |
| He is not sure he should be planning to go to university |

Total marks 8
Item 2
You are sitting in a swimming pool in Spain, listening to a conversation between one of your friends and Laura, a Spanish girl who is working there.

(a) Laura asks your friend two questions. What does she ask? 2

(b) What is Laura studying? 1

(c) Laura worked in London. What did she do? 1

(d) She tells what she thought of London. What did she not like? Mention two things. 2

(e) She talks about why she likes her work. What does she say? Mention two things. 2

(f) What question does she ask your friend? 1

(g) She talks about some aspects of her work which are not so good. What does she say? Mention two things. 2

(h) She is going for a week’s holiday in August. Who is she going with? 1

Total marks 12

[END OF LISTENING PAPER]
Spanish
Listening Transcript

Duration – 25 minutes (approx)
Instructions to reader(s):

For each item, read the English **once**, then read the Spanish **three times**, with an interval of 1 minute between the three readings. On completion of the third reading, pause for the length of time indicated in brackets after the item, to allow the candidates to write their answers.

Where special arrangements have been agreed in advance to allow the reading of the material, those sections marked (f) should be read by a female speaker and those marked (m) by a male; those sections marked (t) should be read by the teacher.

(t) Item number one.

Eduardo talks about his plans and the decisions he has to make about his future.

You now have one minute to study the question.

(m) Estoy en mi último curso en el colegio y lo que tengo muy claro es que quiero ir a la universidad. Voy a ser el primero de mi familia en hacerlo. Quisiera estudiar idiomas y relaciones internacionales pero también estoy considerando pasar un año sabático en otro país antes de empezar mis estudios en la universidad. Creo que podría ser una experiencia muy útil y beneficiosa ya que me daría la oportunidad de conocer otra cultura y de practicar los idiomas que he aprendido. El problema que tengo es que, como muchos estudiantes, no tengo mucho dinero y he tenido que buscarme un trabajo en un supermercado los fines de semana para ahorrar un poco. Estoy muy contento porque además de ganar dinero, me llevo muy bien con mi jefe y me lo paso estupendamente con los compañeros de trabajo. Se que tendré que trabajar en el futuro cuando sea estudiante, pero no es un problema para mí.

(2 minutes)
(t) Item number two.
You are sitting in a swimming pool in Spain, listening to a conversation between one of your friends and Laura, a Spanish girl who is working there.
You now have one minute to study the question.

(m/f) ¡Hola, señorita! ¿Qué tal?
(f) No sois de aquí ¿verdad? Pero hablas muy bien español. ¿Cuánto tiempo hace que lo estudias?

(m/f) Lo anos. ¡Gracias!
(f) A propósito, me llamo Laura y vivo aquí en Barcelona. Estudio ciencias naturales y ¡fíjate! después de las vacaciones voy a matricularme en la Universidad de Glasgow para continuar con mis estudios.

(m/f) ¡Conozco bien Glasgow!
(f) ¿Sois de Inglaterra o de Escocia? El año pasado estuve en Londres. Trabajaba como asistente de español en un colegio en el centro de la ciudad. Me gustaba bastante pero no pude soportar lo sucias que eran las calles y lo malo que era el transporte público, sobre todo el metro.

(m/f) ¿Trabajas aquí cada día?
(f) No, trabajo a tiempo parcial. Como yo, muchos de mis compañeros trabajan. Como socorristas todo el verano. Me gusta el trabajo porque estoy al aire libre y conozco a mucha gente de distintos países. Además me encanta el mar.

(m/f) Trabajo en las vacaciones solamente.
(f) ¿Podéis decírmе cuánto tiempo duran las vacaciones de verano? Me han dicho que son más cortas que en España.

(m/f) Duran siete semanas. ¿Entonces, te gusta tu trabajo?
(f) Sí, sin embargo no es todo de color de rosa. Me fastidia mucho tener que recoger toda la basura que tira la gente y las horas pueden resultar muy largas y a veces aburridas.

(m/f) ¿Tienes vacaciones, este año?
(f) Sí, a finales de agosto mi mejor amiga y yo vamos a pasar un fin de semana en la costa. ¡Estoy impaciente! Vamos a descansar y, claro, a gastar mucho dinero. Ahora, tengo que irme al trabajo. Adiós.

(m/f) Adiós, Laura, y hasta luego.

(2 minutes)

(t) End of test.
Now look over your answers.
NATIONAL 5 SPANISH
MODEL PAPER 1

Reading

Text 1
(a) Eat food low in saturated fat (and in cholesterol)
   • Limit sugar and salt
   • Eat more food with fibre
   • Eat fruit, vegetables and cereal products

   Any two of the above
(b) Don’t stop eating
(c) Drink lots of water
   • Water is an essential nutrient
   • You don’t have to feel thirsty to drink

   Any one of the above
(d) You will be hungry all day
   • You will eat more
(e) You are given advice on what kind of food to avoid.
   Tick (✔) the correct boxes.

   Big salads
   Sauces ✔
   Sweets ✔
   Ice cream

(f) It’s better for your stomach
   • Better for your brain
   • Will stop you eating between meals

   Any two of the above

Text 2
(a) This advice is for: tick (✔) the correct box

   Teachers organising exams
   Revising for exams ✔
   What to do on the day of the exam

(b) This will help you to have everything ready to hand,
   and to concentrate on the task
(c) Take some (slow) deep breaths
   • In order to relax
(d) Anxiety (or worry) is catching (or contagious)
(e) Reading the exam carefully (before you start)
(f) The hardest questions
   • The ones with most text
   • The ones with least marks

   Any two of the above
(g) Leave the exam before you have finished

Text 3
(a) More than 600 pupils
   • Between 13–18 years old

   Any one of the above

(b) • Transport in towns at night
   • Dangerous roads to get to school
   • Lack of sporting facilities outside big towns

   Any two of the above
(c) Lack of safety in streets in town
(d) The need for more recycling containers (so they don’t have to go a long distance to reach them)
(e) What worried Antonia and her classmates? Tick (✔) the correct answers.

   The mobile phone reception

   The mobile phone masts ✔
   Health dangers ✔
   The situation in her school
(f) (i) The only place to meet is the village/town square
   (ii) • They have difficulties getting home at night
        • There are no buses after midnight
# Writing

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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Mark</th>
<th>Content</th>
<th>Accuracy</th>
<th>Language resource — variety, range, structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>20</td>
<td>The job advert has been addressed in a full and balanced way. The candidate uses detailed language. The candidate addresses the advert completely and competently, <strong>including information in response to both unpredictable bullet points</strong>. A range of verbs/verb forms, tenses and constructions is used. Overall this comes over as a competent, well thought-out and serious application for the job.</td>
<td>The candidate handles all aspects of grammar and spelling accurately, although the language may contain one or two minor errors. 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.</td>
<td>The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence. Some modal verbs and infinitives may be used. There is good use of adjectives, adverbs and prepositional phrases and, where appropriate, word order. There may be a range of tenses. The candidate uses co-ordinating conjunctions and/or subordinate clauses where appropriate. The language of the e-mail flows well.</td>
</tr>
<tr>
<td>Good</td>
<td>16</td>
<td>The job advert has been addressed competently. There is less evidence of detailed language. The candidate uses a reasonable range of verbs/verb forms. 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.</td>
<td>The candidate handles a range of verbs fairly accurately. There are some errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure, where appropriate. Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately. There may be one or two examples of inaccurate dictionary use, especially in the unpredictable bullet points.</td>
<td>There may be repetition of verbs. There may be examples of listing, in particular when referring to school/college experience, without further amplification. There may be one or two examples of a co-ordinating conjunction, but most sentences are simple sentences. The candidate keeps to more basic vocabulary, particularly in response to either or both unpredictable bullet points.</td>
</tr>
<tr>
<td>Category</td>
<td>Mark</td>
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<td>Accuracy</td>
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<td>---------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Satisfactory</td>
<td>12</td>
<td>The job advert has been addressed fairly competently. The candidate makes limited use of detailed language. The language is fairly repetitive and uses a limited range of verbs and fixed phrases, e.g. <em>I like, I go, I play.</em> 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. On balance however the candidate has produced a satisfactory job application in the specific language.</td>
<td>The verbs are generally correct, but may be repetitive. There are quite a few errors in other parts of speech – gender of nouns, cases, singular/plural confusion, for instance. Prepositions may be missing, e.g. <em>I go the town.</em> Overall, there is more correct than incorrect.</td>
<td>The candidate copes with the first and third person of a few verbs, where appropriate. A limited range of verbs is used. Sentences are basic and mainly brief. There is minimal use of adjectives, probably mainly after is e.g. <em>Chemistry is interesting.</em> The candidate has a weak knowledge of plurals. There may be several spelling errors, e.g. reversal of vowel combinations.</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>8</td>
<td>The job advert has been addressed in an uneven manner and/or with insufficient use of detailed language. The language is repetitive, e.g. <em>I like, I go, I play</em> may feature several times. There may be little difference between Satisfactory and Unsatisfactory. Either or both of the unpredictable bullet points may not have been addressed. There may be one sentence which is not intelligible to a sympathetic native speaker.</td>
<td>Ability to form tenses is inconsistent. There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion, for instance. Several errors are serious, perhaps showing mother tongue interference. The detail in the unpredictable bullet points may be very weak. Overall, there is more incorrect than correct.</td>
<td>The candidate copes mainly only with the personal language required in bullet points 1 and 2. The verbs “is” and “study” may also be used correctly. Sentences are basic. An English word may appear in the writing. There may be an example of serious dictionary misuse.</td>
</tr>
<tr>
<td>Category</td>
<td>Mark</td>
<td>Content</td>
<td>Accuracy</td>
<td>Language resource — variety, range, structures</td>
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<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Poor</td>
<td>4</td>
<td>The candidate has had considerable difficulty in addressing the job advert. There is little evidence of the use of detailed language. Three or four sentences may not be understood by a sympathetic native speaker. Either or both of the unpredictable bullet points may not have been addressed.</td>
<td>Many of the verbs are incorrect. There are many errors in other parts of speech — personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions, for instance. The language is probably inaccurate throughout the writing.</td>
<td>The candidate cannot cope with more than one or two basic verbs. The candidate displays almost no knowledge of the present tense of verbs. Verbs used more than once may be written differently on each occasion. Sentences are very short. The candidate has a very limited vocabulary. Several English words may appear in the writing. There are examples of serious dictionary misuse.</td>
</tr>
<tr>
<td>Very poor</td>
<td>0</td>
<td>The candidate is unable to address the job advert. The two unpredictable bullet points may not have been addressed. Very little is intelligible to a sympathetic native speaker.</td>
<td>Virtually nothing is correct.</td>
<td>The candidate may only cope with the verbs to have and to be. Very few words are written correctly in the modern language. English words are used. There may be several examples of mother tongue interference. There may be several examples of serious dictionary misuse.</td>
</tr>
</tbody>
</table>
Listening

Item 1
(a) Languages (with international relations)
(b) He could get to know another culture
    - Practise the languages he has learned
(c) He does not have much money
(d) He works in a supermarket at the weekend
(e) He earns money
    - Gets on with his boss
    - Gets on really well with his colleagues
    * Any two of the above
(f) In your opinion, is Eduardo positive about his future prospects? Tick (✓) one box.

| He is sure he is making the right choices | ✓ |
| He is worried he has not enough money     |   |
| He is not sure he should be planning to   |   |
| go to university                          |   |

Item 2
(a) You’re not from here, are you?
    - How long have you been learning Spanish?
(b) Biology (and geology) or natural sciences
(c) She was a (Spanish) assistant in a school
(d) She couldn’t stand how dirty the streets were, and also how bad the public transport was.
(e) Her work is outside (in the open air)
    - She meets people from different countries
    - She loves the sea
    * Any two of the above
(f) How long are your summer holidays?
(g) She has to collect litter people throw away
    - It can be long hours
    - Boring sometimes
    * Any two of the above
(h) Her best friend