



**HODDER
GIBSON**

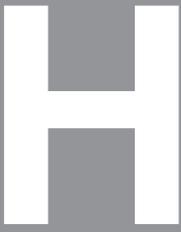
**Model Paper
WITH ANSWERS**

Higher Spanish

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Duration — 1 hour and 40 minutes

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.

Read the whole article carefully and then answer, in English, ALL the questions that follow.

The writer discusses bullying in Spanish schools.

El nuevo acoso escolar

Ayer se publicaron los resultados de un estudio sobre el acoso entre los adolescentes españoles, y parece que el 11% de los jóvenes de entre 12–18 años son acosados por sus compañeros de instituto. Cuando analizamos estos datos, podemos observar que el acoso físico no ha aumentado en los últimos años, sino que ahora hay más acoso psicológico. Una de las causas del acoso psicológico es que los jóvenes utilizan las nuevas tecnologías para acosar a sus compañeros, sobre todo, usan las redes sociales. Ahora los acosadores escriben comentarios en las redes sociales para reírse o burlarse de sus víctimas y también animan a otros a que se burlen de esa persona.

Esta es, por ejemplo, la historia de Pedro (no es su nombre real, sino un nombre inventado para proteger su identidad), de 14 años de edad. Un compañero empezó a acosarlo en su red social. “Dejaba comentarios insultándome o amenazándome”, nos cuenta Pedro y continúa, “cuando decidí no admitirlo más como amigo, creó una cuenta con mi nombre y la utilizó para insultarme y también para insultar a otros chicos en mi nombre”. Además, en el pasado, los acosadores eran gente que conocían en persona a ese chico o a esa chica, ahora pueden estar incluso en institutos distintos y no conocerse personalmente. La psicóloga, Leticia Campos, nos explica: “Este tipo de acoso causa más dolor y trauma para las víctimas, porque en muchos casos es de una humillación pública. A veces, son acosados por personas que no conocen, pero que han visto sus fotos en las redes sociales”.

Otra de las dificultades para las víctimas es que a veces los adultos, tanto los padres como los profesores, piensan que la responsabilidad no es solo del acosador, sino que la víctima causa el acoso. Para estos adultos, la causa del acoso es que las víctimas hacen o dicen cosas que los diferencian del resto de sus compañeros. Por ejemplo, un chico que siempre está leyendo cómics o que lleva ropa muy diferente. En el caso de Pedro, él dice: “Los chicos que me acosaban siempre me llamaban gordo y al principio, mi madre me decía que si perdía peso, dejarían de meterse conmigo. Pero cuando hablamos con mi profesora, ella dijo que ellos son los que tienen que cambiar y no yo”. Leticia Campos comenta: “No podemos culpar a los alumnos. Ni el aspecto físico, ni la forma de ser ni de actuar son razones suficientes para acosar a una persona.”

Sin embargo, otra característica más positiva es que el acoso cibernético es más fácil de probar, porque se puede saber desde qué ordenador se escribió un mensaje, así como la hora y la fecha en la que se publicó. Así, los culpables pueden ser castigados y también reeducados para que comprendan que los insultos y las humillaciones tienen consecuencias muy negativas en la vida de otra persona.

Para concluir, ¿cuál es la solución a este problema? Todos los expertos están de acuerdo: la solución es educación, educación y educación. Los jóvenes tienen que aprender la importancia del respeto a los demás. Cada año más institutos y colegios tienen cursos en los que un psicólogo o profesor explica a los alumnos qué es el acoso escolar y qué hacer cuando lo sufren o si conocen a alguna víctima. También es importante que los profesores y padres aprendan a actuar en los casos de acoso y, por último, hay que invitar a los jóvenes que sufren acoso a decírselo a sus padres o profesores, para que no estén solos y para solucionar el problema.

Questions

Re-read lines 1–8

1. The opening of the article discusses the publication of a recent study on bullying in Spanish schools.
 - (a) What do we learn of the significance of the statistics? 1
 - (b) Why does more psychological bullying now take place? Give any **two** details. 2
 - (c) What do bullies now do which makes matters worse? 1

Re-read lines 9–16

2. We are given some specific examples of bullying.
 - (a) In what way did Pedro's problems start? Give details. 2
 - (b) In what way did things escalate? Give any **two** details. 2
 - (c) What has changed over the last few years? 1

Re-read lines 19–28

3. The article gives advice on how teachers and parents might get involved.
 - (a) What might cause the bullying? State any **two** things. 2
 - (b) What **two** different reactions to his situation did Pedro's mother and teacher have? 2

Re-read lines 29–33

4. The author discusses cyber bullying. What positive aspect does the author note, and what can this result in? 2

Re-read lines 34–40

5. The author discusses possible solutions to the problem.
 - (a) What are schools doing more and more? State **two** things. 2
 - (b) What is it important for parents and teachers to do? 1

6. Now consider the article as a whole. Does the author give the impression that bullying is so widespread it cannot properly be dealt with? Give details from the text to justify your answer.
7. Translate into English:

2

10

"Este ... sociales." (*lines 16–18*)

[END OF READING PAPER]



Spanish Directed Writing

Duration — 1 hour and 40 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 — 10

Choose ONE scenario on *Page two* 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.

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

SCENARIO 1: Learning

You have recently returned from Spain, where you have spent a month attending a Spanish school.

On your return, you have been asked to write an account of your experiences in Spanish to try to encourage other pupils to do the same thing.

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

- What the school was like **and** how you got on with the other pupils
- What you did while you were there
- How much you understood of the lessons
- What plans you are making to build on the links you made

You should write approximately 120–150 words.

OR

SCENARIO 2: Employability

Last year, you went with a group of students from your school/college to a town in Spain to study how the tourist industry works. While you were there you had a number of visits.

On your return, you were asked to write a report in Spanish of your visit.

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

- Where you stayed **and** how you got there
- What you thought of the businesses you visited
- What you learned from the experience
- Whether you would recommend such a visit to others

You should write approximately 120–150 words.

ADDITIONAL SPACE FOR ANSWERS

MARKS DO NOT
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ADDITIONAL SPACE FOR ANSWERS

MARKS DO NOT
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Spanish Listening and Writing

Duration — 1 hour

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

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Scottish candidate number

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Total marks — 30

SECTION 1 — LISTENING — 20 marks

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.

SECTION 2 — WRITING — 10 marks

Write your answer clearly, in **Spanish**, in the space provided.

Attempt ALL questions. 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.

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

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

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.

SECTION 1 — LISTENING — 20 marks

Attempt ALL questions

MARKS
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Item 1

You listen to Maria talking about her summer working in a yoga centre abroad.

- (a) How long did Maria work for? 1

- (b) Why did she choose to do this work? 1

- (c) Maria describes what her daily life was like. What kind of activities did she have to do? Give any **two** details. 2

- (d) Maria discusses her hosts while she was in Glasgow.

- (i) Where did she stay while working in Glasgow? 1

- (ii) What problem did this cause at first? 1

- (e) Maria discusses her future. What does she have to do now? State any **one** thing. 1

- (f) Overall, which statement best describes Maria's opinion about her experiences. Tick (✓) the correct statement. 1

She found it very difficult because the cultures were so different.	
She intends to return to Scotland because she liked it so much.	
Overall, she really enjoyed her experience and hopes others can have a similar one.	

Item 2

You listen to Mario telling his friend about his stay working on an organic farm (granja ecológica) abroad.

- (a) Where exactly has Mario been working? 1

- (b) When did he return to Spain? 1

- (c) Mario describes his working week.

- (i) What was his daily routine? Give **two** details. 2

- (ii) When was he free? 1

- (iii) Why did he not mind getting up when he did? Give any one reason. 1

- (d) Mario talks about speaking English. How did he get on at first with the language? Give any **two** details. 2

- (e) Mario talks about the person he became friendly with and what they did.

- (i) What does Mario say about him? Give any **one** detail. 1

- (ii) State **any** things he did with his new friend. 2

Item 2 (continued)

MARKS DO NOT
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(f) State any **one** positive thing he drew from his experience.

1

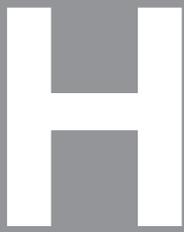
ADDITIONAL SPACE FOR ANSWERS

MARKS DO NOT
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ADDITIONAL SPACE FOR ANSWERS

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Spanish Listening Transcript

Duration — 1 hour

This paper must not be seen by any candidate.

The material overleaf is provided for use in an emergency only (eg the recording or equipment proving faulty) or where permission has been given in advance by SQA for the material to be read to candidates with additional support needs. The material must be read exactly as printed.

Instructions to reader(s):

For each item, read the English **once**, then read the Spanish **twice**, with an interval of 1 minute between the two readings. On completion of the second 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 1

You listen to Maria talking about her summer working in a yoga centre abroad.

You now have one minute to study the questions for Item 1.

- (f)** El año pasado estuve trabajando tres meses en una escuela de yoga en Glasgow. Yo practico yoga desde hace siete años y quiero ser profesora de yoga en el futuro. Por eso, Carlos, mi profesor, me ayudó a encontrar trabajo en un centro de yoga en Escocia durante el verano.

Mi trabajo en la escuela era de "chica para todo", es decir, a veces trabajaba en la recepción, contestaba al teléfono, recogía los materiales al final de la clase... ¡De todo, vamos! Lo mejor era que cuando no tenía que trabajar, podía ir gratis a las clases de yoga. Me encantaba porque así podía practicar entre cinco y siete días a la semana.

Durante mi estancia allí, viví en casa de una de las profesoras de la escuela, con su familia. Al principio, no entendía muy bien lo que me decían y creo que ellos también tenían problemas para entenderme a mí. A veces, no era fácil vivir con ellos, porque hay muchas diferencias entre la cultura española y la escocesa. Pero, al final, nos llevamos muy bien y me sentí parte de la familia.

Ahora tengo que terminar mis estudios y seguir practicando y mejorando hasta poder ser yo la profesora, pero en el futuro, cuando tenga mi propia escuela en España, ayudaré a los jóvenes extranjeros que quieran venir a aprender y a trabajar conmigo, para que ellos tengan una experiencia tan positiva como la mía.

(2 minutes)

(t) Item 2

You listen to Mario telling his friend about his stay working on an organic farm (granja ecológica) abroad.

You now have one minute to study the questions for Item 2.

- (f) ¡Hola, Mario! Hace mucho tiempo que no te veo. ¿Dónde has estado?
- (m) ¡Hola, Carmen! Es verdad que hace mucho tiempo que no nos vemos. He pasado el verano trabajando en una granja ecológica en el norte de Escocia y volví a España el sábado pasado.
- (f) ¿De verdad? ¡Qué interesante! ¿Y cómo era la vida allí?
- (m) En la granja siempre había mucho trabajo. De lunes a sábado, me levantaba a las seis de la mañana, pero tenía libres los domingos, así que podía descansar.
- (f) ¡A las seis de la mañana! ¿Y por qué te tenías que levantar tan temprano?
- (m) Porque había que ocuparse de los animales, por ejemplo, de las vacas. Aunque no me importaba, porque me encanta trabajar con animales y estar en contacto con la naturaleza.
- (f) ¿Y cuánta gente trabajaba en la granja?
- (m) Es una pequeña granja familiar y allí vive toda la familia: un matrimonio con sus tres hijos. Además, hay un chico que vive en el pueblo y que también ayuda en la granja cuando hay más trabajo.
- (f) ¿Y entendías todo lo que te decían?
- (m) Bueno, al principio no entendía casi nada. Me parecía que todos hablaban muy rápido y utilizaban muchas palabras que yo no conocía. Pero todos eran bastante pacientes y me explicaban todo lo que no entendía.
- (f) Me has dicho que los domingos no tenías que trabajar, ¿tenías amigos allí? ¿Y qué hacíais para pasar el tiempo?
- (m) Me hice amigo del hijo mayor del granjero, que tenía un año más que yo. Él me presentó a sus amigos y los fines de semana íbamos de excursión al campo o a nadar. También íbamos al cine que hay en el pueblo de al lado.
- (f) ¡Qué bien! ¿Y no echabas de menos a tu familia y a tus amigos españoles?
- (m) Sí, claro, sobre todo al principio, cuando no conocía a nadie. De todas formas, podía hablar con mi familia y con mis amigos por Internet y por teléfono. ¡Las granjas ecológicas también tienen conexión a Internet!
- (f) Entonces seguro que estás contento y has aprendido mucho, ¿no?
- (m) Sí, muchísimo, ha sido uno de los mejores veranos de mi vida. No solo he aprendido a trabajar con animales, sino que también he mejorado mi inglés y he hecho amigos. ¡Ha sido una experiencia maravillosa!

(2 minutes)

(t) End of test.

Now look over your answers.

[END OF MODEL TRANSCRIPT]

Section 2 – Writing

Candidates will write 120–150 words in a piece of extended writing in Spanish addressing a stimulus of three questions in Spanish.

Mark	Content	Accuracy	Language resource: variety, range, structures
10	<ul style="list-style-type: none"> The content is comprehensive The topic is addressed fully, in a balanced way Some candidates may also provide additional information. Overall this comes over as a competent, well thought-out response to the task which reads naturally. 	<ul style="list-style-type: none"> The language is accurate throughout. 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 spelling accurately, although the language may contain a number of minor errors, or even one serious major error 	<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. The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. Sentences are mainly complex and accurate. The language flows well
8	<ul style="list-style-type: none"> The content is clear The topic is addressed clearly 	<ul style="list-style-type: none"> The language is mostly accurate. However 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. Verbs and other parts of speech are used accurately but simply. 	<ul style="list-style-type: none"> The language used is detailed and complex 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. Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. Sentences are generally complex and mainly accurate. At times the language may be more basic than might otherwise be expected at this level. There may be an example of minor misuse of dictionary. 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 or a 10 The topic is addressed adequately 	<ul style="list-style-type: none"> The language may be mostly accurate. However, in places, 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, e.g. reversal of vowel combinations adjective endings and some prepositions may be inaccurate or omitted, e.g. I went the town. There are quite a few errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in the use of accents 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. The candidate copes with the present tense of most verbs. Where the candidate attempts constructions with modal verbs, these are not always successful. Sentences are mainly single clause and may be brief There may be some misuse of dictionary
4	<ul style="list-style-type: none"> The content may be limited and may be presented as a single paragraph The topic is addressed in a limited way 	<ul style="list-style-type: none"> The language used to address the more predictable aspects of the task may be accurate. However, major errors occur when the candidate attempts to address a less predictable aspect. 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. Overall there is more incorrect than correct. 	<ul style="list-style-type: none"> There is limited use of detailed and complex language and the language is mainly simple and predictable 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. There is inconsistency in the use of various expressions, especially verbs. 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.
2	<ul style="list-style-type: none"> The content may be basic or similar to that of a 4 or even a 6 The topic is thinly addressed 	<ul style="list-style-type: none"> The language is almost completely inaccurate throughout the writing 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 are not used correctly. 	<ul style="list-style-type: none"> There is little use, if any, of detailed and complex language The candidate has a very limited vocabulary. Verbs used more than once may be written differently on each occasion. 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 Several English or “made-up” words may appear in the writing. There are examples of serious dictionary misuse.

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 topic. 	<ul style="list-style-type: none"> • The language is seriously inaccurate throughout the writing and there is almost no control of language structure • (Virtually) nothing is correct. • Most of the errors are serious. • 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 copes only with “have” and “am”. • There may be several examples of mother tongue interference. • Very few words are written correctly in the modern language. • English words are used. • There may be several examples of serious dictionary misuse.

Reading

Question		Expected Answer(s)	Max mark
1	a	<ul style="list-style-type: none"> Physical bullying has not got worse, but there is more psychological (mental) bullying 	1
	b	<ul style="list-style-type: none"> Young people are using new technology to bully Especially on social networks They are using social networks to laugh at/make fun of victims <p><i>Any two of the above 3 points for 2 marks</i></p>	2
	c	<ul style="list-style-type: none"> They encourage other people to join in online 	1
2	a	<ul style="list-style-type: none"> A classmate started bullying him on his social network Leaving threatening or insulting messages 	2
	b	<ul style="list-style-type: none"> Pedro dropped him as a friend He then opened a new account in Pedro's name And used it to insult him and insult others in Pedro's name <p><i>Any two of the above 3 points for 2 marks</i></p>	2
	c	<ul style="list-style-type: none"> Bullies used to bully people they knew personally Now it can be people in different schools they do not actually know <p><i>Any one of the above 2 points for 1 mark</i></p>	1
3	a	<ul style="list-style-type: none"> Doing or saying things which are different Someone always reading comics Someone wearing very different clothes <p><i>Any two of the above 3 points for 2 marks</i></p>	2
	b	<ul style="list-style-type: none"> His mother thought he should lose weight to stop being bullied His teacher said it was the bullies who had to change, not him 	2
4		<ul style="list-style-type: none"> It is easier to prove bullying (you can find out which computer the messages are written from) The guilty can be blamed (punished) or re-educated to understand the negative effects their actions have on someone's life 	2
5	a	<ul style="list-style-type: none"> They organise classes (courses) Psychologists or teachers explain what bullying is And what to do if you are suffering from it or know a victim <p><i>Any two of the above 3 points for 2 marks</i></p>	2
	b	<ul style="list-style-type: none"> Take action or invite young sufferers to talk about it with parents and teachers 	1

Question		Expected Answer(s)	Max mark
6		<p>Outline of possible answers: No, the author thinks it is a problem that can be dealt with for the following reasons:</p> <ul style="list-style-type: none"> Only 11% of young people are being bullied He explains that part of the problem is parents and teachers doing the wrong thing Pedro's teacher explained how it should stop Leticia Campos explains we should not blame the victim The way it is easy to find evidence of cyber bullying is shown Tracing, punishing and re-educating bullies is discussed Examples are given of what schools are doing to address the problem It is explained at the end what we need to do next 	2
7		<p>Este tipo de acoso causa más dolor y trauma para las víctimas</p> <p>This kind of bullying causes more trauma and pain for the victims</p> <p>porque en muchos casos es de una humillación pública</p> <p>because in many cases it is a public humiliation</p> <p>A veces, son acosados</p> <p>Sometimes they have been bullied</p> <p>por personas que no conocen</p> <p>by people they do not know</p> <p>pero que han visto sus fotos en las redes sociales</p> <p>but who have seen their photos on social networks.</p>	10

Directed Writing

Please refer back to pages 140–142 for further advice on the General Marking Principles for Directed Writing.

Section 1 – Listening

Item 1

Question		Expected Answer(s)	Max mark
1	a	<ul style="list-style-type: none"> Three months 	1
1	b	<ul style="list-style-type: none"> She wants to be a yoga teacher 	1
1	c	<ul style="list-style-type: none"> Work in reception Answer the phone Tidy away the material <p><i>Any two of the above 3 points for 2 marks</i></p>	2

HIGHER FOR CfE SPANISH MODEL PAPER 2

Question	Expected Answer(s)		Max mark
1	d	i	• With one of the teachers 1
1	d	ii	• She could not understand what they were saying to her • They had problems understanding her • They had problems understanding each other <i>Any one of the above 3 points for 1 mark</i> 1
1	e		• Finish her studies • Keep practising/improving to become a teacher <i>Any one of the above 2 points for 1 mark</i> 1
1	f		• Overall, she really enjoyed her experience and hopes others can have a similar one. 1

Item 2

Question	Expected Answer(s)		Max mark
2	a		• The north of Scotland 1
2	b		• Last Saturday 1
2	c	i	• From Monday to Saturday • He got up at 6am 2
2	c	ii	• Sunday 1
2	c	iii	• He liked working with the animals • Liked being in touch with nature <i>Any one of the above 2 points for 1 mark</i> 1
2	d		• At first he understood almost nothing • They spoke fast and used words he didn't know • They were patient and explained things <i>Any two of the above 3 points for 2 marks</i> 2
2	e	i	• The oldest son of the family • He was a year older than Mario <i>Any one of the above 2 points for 1 mark</i> 1
2	e	ii	• He introduced Mario to his friends • They went on excursions at the weekend • They went to the cinema in the next town/village <i>Any two of the above 3 points for 2 marks</i> 2
2	f		• He learned to work with animals • Improved his English • Made friends <i>Any one of the above 3 points for 1 mark</i> 1

Section 2 – Writing

Please see pages 143–145 for General Marking Principles for Writing.

Reading

Question	Expected Answer(s)		Max mark
1	a	• Good weather is guaranteed 1	1
	b	• All over the country • In spring and summer 2	2
	c	• Art exhibitions • Debates and conferences • Markets 3	3
2	a	• Under 25 • University students • Stay on the festival campus • Don't intend to spend much money <i>Any three of the above 4 points for 3 marks</i> 3	3
	b	• Your entry ticket 1	1
	c	• Taking a pullover • Temperatures drop at night 2	2
3	a	• It will have been running for 15 years in 2016 1	1
	b	• A section of the festival was dedicated to comedy • It was a great success 2	2
4	a	• It has films and documentaries • It has art exhibiting <i>Any one of the above 2 points for 1 mark</i> 1	1
	b	• Going to courses such as (yoga, Hawaiian dance, Brazilian music) any example • Taking part in debates on social issues 2	2
5		Outline of possible answers: The author is positive about festivals for the following reasons: – In the first sentence she describes the pleasures of going to a festival – She talks about enjoying the sun and nice temperatures – She describes the variety of different festivals you can go to – She talks about leaving your problems at home and enjoying yourself – The festivals selected are said to be of great quality – She says you will be delighted with Viña Rock 2	2