



**Victorian Certificate of Education
2005**

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

Figures
Words

Letter

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SPANISH
Written examination

Monday 14 November 2005

Reading time: 11.45 am to 12.00 noon (15 minutes)
Writing time: 12.00 noon to 2.00 pm (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>	<i>Suggested times (minutes)</i>
1 – Part A	7	7	15	30
– Part B	8	8	15	
2 – Part A	7	7	20	40
– Part B	4	4	10	
3	5	1	15	50
			Total 75	120

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, rulers and any printed monolingual or bilingual dictionary in one or two separate volumes. Dictionaries may be consulted during the reading time and also during the examination.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 15 pages, including **Assessment criteria** on page 15.

Instructions

- Write your **student number** in the space provided above on this page.
- Write all your answers in the spaces provided in this question and answer book. The spaces provided give you an idea of how much you should write.

At the end of the examination

- Hand in this question and answer book at the end of the examination.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

SECTION 1 – Listening and responding

Instructions for Section 1 – Part A

Texts 1 and 2, Questions 1–7

You will hear two texts. Each text will be played twice. There will be a short break between the first and second playings of each text. You may make notes at any time.

Listen carefully to each text and then answer the questions in **ENGLISH**.

All answers **must** be based on the texts.

TEXT 1 – Answer the following questions in **ENGLISH**.

Responses in the wrong language will receive no credit.

You may make notes in this space.

Question 1

Who is the speaker addressing?

1 mark

Question 2

María and Pedro are being celebrated because of their personal qualities and achievements.

Explain what these are.

3 marks

Question 3

Explain the intended meaning of the expression ‘limar los sinsabores’ in the context of this text.

2 marks

TEXT 2 – Answer the following questions in **ENGLISH**.

Responses in the wrong language will receive no credit.

You may make notes
in this space.

Question 4

According to Mr López, what two things are being threatened by traditional tourism?

2 marks

Question 5

Why was Mr López invited as a guest speaker on this program?

2 marks

Question 6

What prediction does Mr López make about the future of nature?

2 marks

Question 7

Based on the information given, list three advantages of ecotourism.

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- ---
- ---

3 marks

Total 15 marks

Instructions for Section 1 – Part B

Texts 3 and 4, Questions 8–15

You will hear two texts. Each text will be played twice. There will be a short break between the first and second playings of each text. You may make notes at any time.

Listen carefully to each text and then answer the questions in **SPANISH**.

All answers **must** be based on the texts.

TEXT 3 – Answer the following questions in **SPANISH**.

Responses in the wrong language will receive no credit.

You may make notes
in this space.

Question 8

When did the photographic exhibition close?

¿Cuándo se cerró la exposición de fotografía?

Question 9

Why has Pablo Martínez' collection attracted public attention?

¿Por qué ha llamado la atención la sala dedicada a Pablo Martínez?

Question 10

Explain why Martínez' photographic work is unequalled.

Explique por qué el trabajo fotográfico de Martínez es inigualable.

Question 11

At the exhibition, what is the purpose of the section called 'Dry Trees'?

¿Cuál es la finalidad de la exposición llamada "Árboles secos"?

TEXT 4 – Answer the following questions in **SPANISH**.

Responses in the wrong language will receive no credit.

You may make notes
in this space.

Question 12

What is the current population of the town?

¿Cuál es la población actual del pueblo?

Question 13

What words or phrases indicate that Mario is a hospitable person?

¿Qué palabras o frases indican que Mario es una persona hospitalaria?

Question 14

Give four reasons that justify the demographic changes in Mario's town.

Dé cuatro razones que justifiquen los cambios demográficos en el pueblo de Mario.

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Question 15

Why did Mario and his wife dislike living in the city?

¿Por qué a Mario y a María no les gustó vivir en la ciudad?

Total 15 marks

**END OF SECTION 1
TURN OVER**

SECTION 2 – Reading and responding

Instructions for Section 2 – Part A

Text 5, Questions 16–22

Read the text and then answer the questions in **ENGLISH**.

All answers **must** be based on the text.

TEXT 5 – Answer the following questions in **ENGLISH**.

Responses in the wrong language will receive no credit.

You may make notes
in this space.

Cuando el Sacerdote Bartolomé Arrazola se sintió perdido en la poderosa selva de Guatemala perdió sus esperanzas de lograr encontrar su rumbo y se sentó a esperar la muerte.

Al despertar se encontró rodeado por un grupo de indígenas de rostro impassible que se disponían a sacrificarlo ante un altar.

Tres años en el país le habían dado un dominio de las lenguas nativas. Entonces se le ocurrió una idea gracias a su cultura universal y a su conocimiento del filósofo griego, Aristóteles y pensó valerse de este conocimiento para engañar a sus opresores y salvar su vida.

- Si me matáis- les dijo - puedo hacer que el sol se oscurezca.

Los indígenas lo miraron y se reunieron a conversar entre ellos.

Dos horas después, el corazón de Bartolomé era ofrecido a los dioses, mientras uno de los indígenas recitaba, sin prisa, una por una, las futuras fechas en que se producirían los eclipses solares y lunares, que los astrónomos de la comunidad maya habían previsto y anotado sin la valiosa ayuda de Aristóteles.

(Anécdota adaptada de Augusto Monterroso)

Question 16

After three years in Guatemala, comment on Father Bartolomé’s knowledge of the indigenous people. Did this knowledge affect his situation?

5 marks

Question 17

Describe Father Bartolomé’s emotional state.

3 marks

Question 18

How did Father Bartolomé know about the eclipses?

2 marks

Question 19

Give reasons why the Mayas did not need to take into account Bartolomé’s warning.

2 marks

Question 20

Explain why the indigenous people recited the dates of the forthcoming lunar and solar eclipses during the offering to the gods.

2 marks

Question 21

Give the text a relevant title and justify your choice.

2 marks

Question 22

Which actions of the indigenous people indicate they were in total control of themselves and the situation?

4 marks

Total 20 marks

You may make notes
in this space.

Instructions for Section 2 – Part B

Text 6, Questions 23–26

Read the text and then answer the questions in **SPANISH**.

All answers **must** be based on the text.

TEXT 6 – Answer the following questions in **SPANISH**.

Responses in the wrong language will receive no credit.

You may make notes
in this space.

Hablar Spanglish es devaluar el español

(Extracto del artículo de Roberto González-Echeverría, profesor de literaturas hispánicas y comparadas de la Universidad de Yale.)

El Spanglish, la lengua compuesta de español e inglés que salió de la calle y se introdujo en los programas de entrevistas y las campañas de publicidad, plantea un grave peligro a la cultura hispánica y al progreso de los hispanos dentro de la corriente mayoritaria norteamericana.

La triste realidad es que el Spanglish es básicamente la lengua de los hispanos pobres, muchos de los cuales son casi analfabetos en cualquiera de los dos idiomas. Incorporan palabras y construcciones inglesas a su habla de todos los días, porque carecen del vocabulario y la educación en español para adaptarse a la cambiante cultura que los rodea.

Los hispanos educados que hacen otro tanto tienen una motivación diferente; algunos se avergüenzan de su origen e intentan parecerse al resto usando palabras inglesas y traduciendo directamente las expresiones idiomáticas inglesas. Hacerlo, piensan, es reclamar la calidad de miembro de la corriente mayoritaria.

El Spanglish trata al español como si la lengua de Cervantes, García Márquez y Borges no tuviera una esencia y una dignidad propia.

Se corre el riesgo de su expansión por América Latina, lo cual constituiría una imposición de un modo de vida, que si bien es económicamente dominante, no es culturalmente superior. América Latina es rica en muchos aspectos no medibles con una calculadora.

No me disculpo por mis prejuicios profesionales, creo que la gente debería aprender los dos idiomas bien, y esto debería ser prioridad para el hispano-parlante, si es que aspira a ocupar puestos influyentes en la sociedad norteamericana.

Question 23

What risks are associated with the increasing use of Spanglish in the United States?

¿Qué riesgos representa el aumento del uso del ‘Spanglish’ en los Estados Unidos?

Question 24

Explain the reasons why the poor and the educated Hispanic people differ in their use of Spanglish.

¿En qué se diferencian las motivaciones de los hispanicos pobres y educados en el uso del Spanglish?

Question 25

Explain how the author defends the Hispanic culture.

¿Cómo argumenta el autor la defensa de la cultura hispana?

Question 26

According to the text, what should the Hispanic people do and with what aim?

¿Según el texto, qué deberían hacer los hispanos y con qué fin?

Total 10 marks

You may make notes
in this space.

SECTION 3 – Writing in Spanish**Instructions for Section 3**

Answer **one** question in 200–300 words in **SPANISH**.

Responses in the wrong language will receive no credit.

Space is provided on the following page to make notes.

Question 27

While tidying your room, you come across an old photo from when you were 10 years old. Write a journal entry expressing how much you have changed in personality since that age.

Mientras usted ordena su cuarto, se encuentra con una fotografía de cuando usted tenía diez años. Escriba una página en su diario de vida contando cuánto ha cambiado en personalidad desde esa edad.

OR

Question 28

You have been invited to give a talk to the Year 9 students at your school assembly about the advantages of learning a second language. Write an informative speech about the benefits of learning another language.

Usted ha sido invitado/da a dar una charla delante de los alumnos de año 9 de su colegio sobre las ventajas de aprender un segundo idioma. Escriba un discurso informativo sobre los beneficios de aprender una segunda lengua.

OR

Question 29

You and your family have just come back from a wonderful holiday in Spain. The trip was very successful, except for the fact that every flight on *Flamenco Airlines* was at least two hours late. Write a formal letter to the Manager of *Flamenco Airlines* persuading him to offer you an apology for the inconveniences experienced during the trip.

Usted y su familia acaban de volver de unas vacaciones formidables en España. El viaje fue todo un éxito con la excepción de que cada vuelo en *Aerolíneas Flamenco* llegó con un retraso de por lo menos 2 horas. Escriba una carta formal al gerente de *Aerolíneas Flamenco* persuadiéndole de que le ofrezca una disculpa por las inconveniencias ocurridas durante el viaje.

OR

Question 30

You have been asked to contribute to your local neighbourhood paper. Write a film review evaluating a movie that you have recently seen.

Usted ha sido elegido para contribuir con el periódico local de su zona. Escriba una reseña evaluativa sobre una película que haya visto recientemente.

OR

Question 31

Write an imaginative story based on the comic strip above.

Escribe una historia imaginativa basada en las viñetas.

Total 15 marks

You may make notes in this space.

Write your response on the following pages.

SECTION 3 – continued
TURN OVER

Assessment criteria

Section 1: Listening and responding

Part A

- The capacity to understand and convey general and specific aspects of texts

Part B

- The capacity to understand general and specific aspects of texts
- The capacity to convey information accurately and appropriately

Section 2: Reading and responding

Part A

- The capacity to understand and convey general and specific aspects of texts

Part B

- The capacity to understand general and specific aspects of texts
- The capacity to convey information accurately and appropriately

Section 3: Writing in Spanish

- Relevance, breadth and depth of content
- Appropriateness of structure and sequence
- Accuracy, range and appropriateness of vocabulary and grammar