



# Victorian Certificate of Education 2010

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

## STUDENT NUMBER

Letter

Figures

Words


# SPANISH

## Written examination

Monday 15 November 2010

Reading time: 3.00 pm to 3.15 pm (15 minutes)

Writing time: 3.15 pm to 5.15 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	2	2	15	30
– Part B	1	1	15	
2 – Part A	1	1	20	40
– Part B	1	1	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 and/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 and 2**

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**

a. The advertisement states that it is good to laugh. Give four reasons for this.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4 marks

b. Tick (✓) the correct answer.

How is the course delivered?

- on line
- face to face
- by correspondence

1 mark

c. Provide the following information.

Course requirements \_\_\_\_\_

Course start date \_\_\_\_\_

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 2**

a. How long has Cristina been away from home?

\_\_\_\_\_ 1 mark

b. Why does Cristina take so long to get home from work?

\_\_\_\_\_  
\_\_\_\_\_ 2 marks

c. Which three things scare Cristina?

• \_\_\_\_\_  
• \_\_\_\_\_  
• \_\_\_\_\_ 3 marks

d. What else is strange about the situation?

• \_\_\_\_\_  
• \_\_\_\_\_ 2 marks

Total 15 marks

**Instructions for Section 1 – Part B**

**Text 3, Question 3**

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

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

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

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

Responses in the wrong language will receive no credit.

You may make notes in this space.

**Question 3**

- a. What does Professor Díaz Garrido think about the future of printed books?  
¿Qué opina el Profesor Díaz Garrido acerca del futuro de los libros impresos?

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- b. Complete the following table.

Completa la siguiente tabla.

<b>Advantages of paper books/Ventajas de los libros de papel</b>
<b>Advantages of digital books/Ventajas de los libros digitales</b>

- c. Identify which printed books are likely to disappear.  
Identificar los libros impresos que pueden llegar a desaparecer.

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- d.** How will some people continue to access conventional books?  
¿Cómo podrá tener la gente acceso a los libros de papel?

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Total 15 marks

You may make notes  
in this space.

**END OF SECTION 1  
TURN OVER**

**SECTION 2 – Reading and responding****Instructions for Section 2 – Part A****Text 4, Question 4**

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

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

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

Responses in the wrong language will receive no credit.

You may make notes  
in this space.

Siempre recuerdo con cariño mi niñez en México, especialmente las *Posadas*, fiestas que se celebran durante los nueve días anteriores a la Navidad, cuando se rompe la piñata. Esta costumbre surgió en España y en México adquirió la forma y el color.

Tradicionalmente, una piñata se hace con una olla de barro que se unta con una capa de engrudo cubriéndola completamente, luego se le pegan trozos de papel periódico y se pinta dándole formas y colores, tales como estrellas, barcos, loros, burros, payasos, elefantes, pescados, frutas y vegetales. Hay frutas especiales para rellenar la piñata: naranjas, limas y cacahuates.

La piñata se amarra con un lazo a una cuerda y queda suspendida en el aire. Luego, los niños, con los ojos cerrados, intentan quebrarla golpeándola con un palo.

Según se cree, el explorador Marco Polo habría llevado las piñatas de la China a Italia. En Europa las piñatas tuvieron una función religiosa. Eran ollas de barro adornadas con papeles de colores y rellenas de dulces. Se solían romper el primer domingo de Cuaresma.

La ceremonia tenía su simbolismo, pues en ella se representaban las tres virtudes cristianas: la fe (el encargado de romperla tenía los ojos vendados, ayudado por las voces de alrededor), la esperanza (se miraba al cielo y se anhelaba un premio) y la caridad (se compartían los regalos).

**Question 4**

a. Where did the author spend his childhood?

\_\_\_\_\_

1 mark

b. In which month is 'Las Posadas' celebrated?

\_\_\_\_\_

1 mark

- c. Where did the *piñata* become part of a religious tradition?

\_\_\_\_\_

1 mark

- d. List **three** things mentioned in this article that are needed to make a *piñata*.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 marks

- e. According to the article, *piñatas* can have many shapes. Give **three** examples of shapes that are **not** animals or vegetables.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 marks

- f. How did *piñatas* arrive in Europe?

\_\_\_\_\_

1 mark

- g. Complete the following table.

	Mexican <i>piñata</i>	European <i>piñata</i>
Filling of the <i>piñata</i>	•	•
Time of the celebration	•	•

4 marks

- h. Complete the following table about the European *piñata* ceremony.

Virtue	Aspect of the <i>piñata</i> ceremony that reflects this virtue
1	•
2	•
3	•

6 marks

Total 20 marks

You may make notes  
in this space.

**Instructions for Section 2 – Part B****Text 5, Question 5**

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

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

**TEXT 5** – Answer the following questions in full sentences in **SPANISH**.  
Responses in the wrong language will receive no credit.

You may make notes  
in this space.

**El cautivo**

En Junín un chico desapareció después de un malón; se dijo que lo habían robado los indios. Sus padres lo buscaron inútilmente; pasados los años, un soldado que venía de tierra adentro les habló de un indio de ojos celestes que bien podía ser su hijo.

Dieron al fin con él y creyeron reconocerlo. El hombre, trabajado por el desierto y por la vida bárbara, ya no sabía oír las palabras de la lengua natal, pero se dejó conducir, indiferente y dócil, hasta la casa. Cuando se detuvieron miró la puerta, como sin entenderla. De pronto bajó la cabeza, gritó, atravesó corriendo el zaguán y los dos largos patios y se metió en la cocina. Sin vacilar, hundió el brazo en la ennegrecida chimenea y sacó el cuchillito de mango de asta que había escondido ahí, cuando chico. Los ojos le brillaron de alegría y los padres lloraron porque habían encontrado al hijo.

Después de un tiempo, el indio no podía vivir entre paredes y un día fue a buscar su destino. Yo querría saber qué sintió en aquel instante de vértigo en el que el pasado y el presente se confundieron; yo querría saber si el hijo perdido renació y murió en aquel éxtasis o si alcanzó a reconocer, siquiera como una criatura o un perro, los padres y la casa.

*Jorge Luis Borges (adaptación)*



**Question 5**

- a. Explain the meaning of the expression that has been underlined in the text.  
Explica el significado de la expresión que aparece subrayada en el texto.

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- b. How does the author show that the man remembers his past?  
¿Cómo nos indica el autor que el hombre recuerda su pasado?

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- c. What does the author wonder about at the end of the story?  
¿Qué se cuestiona el autor al final del cuento?

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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 6**

It is your final evening as an exchange student in a Spanish-speaking country. Write a personal email to a friend reflecting on how you adapted to the country, which experiences you enjoyed most and what presented the greatest challenges for you.

Es tu última noche como estudiante de intercambio en un país de habla hispana. Escribe un email personal acerca de cómo te adaptaste al país, cuáles fueron las experiencias que más disfrutaste y cuáles fueron los mayores desafíos que tuviste que enfrentar.

**OR**

**Question 7**

You and your friends have been told that you will not be able to attend the end-of-year school dance this year because you all missed an important test. Write a formal letter to the school authorities persuading them to allow you and your classmates to attend the dance.

A ti y a tus amigos les han dicho que no podrán asistir al baile escolar de fin de año por haber faltado a un examen importante. Escribe una carta a las autoridades escolares persuadiéndolas de que les den autorización a ti y a tu clase para asistir a la fiesta.

**OR**

**Question 8**

The careers officer at your school has asked you to give a presentation to Year 11 students about the issue of doing part-time work in the final year of school. Write the script of your informative speech for the students.

El orientador vocacional de tu escuela te ha pedido que des una presentación a los estudiantes de Año 11. Escribe el texto de tu charla señalando las cuestiones más importantes relacionadas con el trabajo a tiempo parcial en el último año de estudios.

**OR**

**Question 9**

Your cousin has decided to leave home and live with a friend at the end of Year 11. Write an evaluative article for a youth magazine on the advantages and disadvantages of leaving home at a young age.

Tu primo/a ha decidido irse a vivir con un amigo al finalizar el Año 11. Escribe un artículo evaluativo para una revista estudiantil sobre las ventajas y desventajas de independizarse a una temprana edad.

**OR**

**Question 10**

Using the picture below in any way that you wish, write an imaginative story for a popular magazine for teenagers.

Escribe un cuento imaginativo para una revista popular de gente joven. El siguiente dibujo te ayudará a elaborar el cuento.



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