

STUDENT NUMBER Letter

SPANISH

Written examination

Tuesday 18 November 2014

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

Section	Number of questions	Number of questions to be answered	Number of marks	Suggested times (minutes)
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 17 pages, including **Assessment criteria** on page 17.

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 (15 marks)

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. What is the purpose of this announcement? 2 marks

b. What are the advantages of this program for households? 3 marks

c. What conditions must be met in order to take part in this program? 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. What does Patricia mean when she says, ‘It is much more than a dancing class’? 1 mark

b. Why does Patricia take part in this activity? 5 marks

c. Why does Eduardo think the Latin rhythm class is not suitable for him? 2 marks

Instructions for Section 1 – Part B

Text 3, Question 3 (15 marks)

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. List **three** reasons why Violeta was unable to complete secondary school when she was young.

Enumera **tres** razones por las que Violeta no pudo hacer la escuela secundaria cuando era joven.

- b. What does Violeta say are the positive aspects of her experience as an adult student?

¿Qué aspectos positivos destaca Violeta de su experiencia como estudiante adulto?

- c. Why does Violeta feel that she has close links to History?
¿Por qué siente Violeta que tiene vínculos estrechos con la historia?

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 (20 marks)**

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.

Estoy en la provincia de Tucumán y hoy termina la Fiesta Nacional de la Pachamama que comenzó el jueves 7. Esta celebración es gratuita y abierta al público y coincide con el Carnaval, aunque en otros pueblos de los Andes se celebra durante todo el mes de agosto.

La Pachamama, en quechua “Madre Tierra”, es una deidad religiosa de origen precolombino. Según los creyentes, gran parte de nuestra existencia se la debemos a esta diosa de la fertilidad que hace germinar las semillas y madurar los frutos. He visto muchos rituales para agasajarla, como por ejemplo construir una apacheta* o cavar un hoyo y colocar distintas ofrendas como hojas de coca, tabaco y otras bebidas fermentadas. Después de los ritos se comen comidas típicas como el arrope y se beben los vinos pateros. También hay bailes, representaciones teatrales y música folklórica. Yo me divertí mucho tirándonos agua y harina con papel picado y enlazándonos con serpentinas.

Lo que más me llamó la atención es la elección de la Pachamama, ya que no se realiza entre las jóvenes del lugar sino entre las mujeres de mayor edad. Este año, el consejo de ancianos de la comunidad decidió reelegir a una mujer de 84 años por su sabiduría y sus conocimientos espirituales y de la cultura local.

Ahora me voy al desfile...

*apacheta – montículo de piedras colocadas una sobre la otra, como ofrenda a la Pachamama

Question 4

a. Complete the following table.

3 marks

Festival that finishes today	
Where this celebration takes place	
Cost of the entrance fee	

b. Which other celebration takes place at the same time?

1 mark

c. Who is the Pachamama and what kind of strengths are attributed to the Pachamama?

3 marks

d. How do people show their respect to the Pachamama?

2 marks

You may make notes
in this space.

e. Other than by consuming traditional drinks, how do people celebrate this festival?

6 marks

You may make notes in this space.

f. What event did the writer find unusual? Why?

2 marks

g. Which qualities are valued when choosing the Pachamama?

3 marks

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Instructions for Section 2 – Part B

Text 5, Question 5 (10 marks)

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.

Ese inolvidable cafecito

Un día en el Instituto nos invitaron... a pintar una pobre construcción que hacía de colegio y que era el centro de un poblado de chozas... en una zona muy marginal, muy pobre y muy apartada...

Voluntariamente, acudió todo el curso... Fue un sábado muy temprano, cuando [viajamos]... todos tan contentos, armados con nuestras respectivas brochas, para pintar de alegría y de esperanza, los rostros de aquella desconocida gente.

Cuando llegamos, vimos como unas veinte chozas al rededor del... colegio y, escuchamos la soledad escondida, excluída, perdida.

Nos pusimos manos a la obra... Como éramos... ochenta pintores de brocha [gorda], la obra duró tan solo unas tres o cuatro horas.

Pero, antes de terminar, nos llamaron para que descansáramos, y salimos... y vimos una humilde señora que nos invitaba a tomar café. La señora, con toda la amabilidad, dulzura, y agradecimiento, nos fue sirviendo en unas tacitas de lata que íbamos pasando [de mano en mano].

Nunca olvidaré ese olor y ese sabor de café, pues quedó grabado en mi memoria... para siempre. Nunca me han brindado un café tan rico como el que nos ofrecieron en ese día solidario.

Fue un café dado con todo el amor del mundo, [con sabor] a humanidad y gloria. Fue mi mejor café, el café más rico del mundo.

Source: Juan Carlos Vázquez Castro, 'That Unforgettable Coffee',
from Short Latin American Stories website, 2004;
<http://servicioskoinonia.org/cuentoscortos/articulo.php?num=031>

Question 5

- a. What is the purpose of the invitation?
¿Cuál es el propósito de la invitación?

- b. How does the author convey the volunteers' first impression of the place?
¿Como transmite el autor las primeras impresiones de los voluntarios al llegar al lugar?

- c. Who expresses the community's gratitude and how is this appreciation expressed?
¿A través de quién y cómo se manifiesta el agradecimiento de esta comunidad?

- d. Why does the author believe that the coffee was the best coffee in the world?
¿Por qué para el autor fue el café más rico del mundo?

You may make notes
in this space.

SECTION 3 – Writing in Spanish**Instructions for Section 3****Questions 6–10 (15 marks)**

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

Write an informative article for your school’s online newsletter about the importance of physical activity for Year 12 students.

Escribe un artículo informativo para el boletín de noticias digital de tu escuela acerca de la importancia de la actividad física para los estudiantes de año 12.

OR

Question 7

You are invited to participate in a National Student Forum on Education. Write a speech to persuade the Minister for Education to establish bilingual Spanish and English schools in Australia.

Estás invitado/a a participar en un Fórum Nacional de estudiantes sobre la Educación. Escribe un discurso al Ministro de Educación persuadiéndole de establecer escuelas bilingües, español e inglés, aquí en Australia.

OR

Question 8

Write an evaluative article discussing the positive and negative aspects of young people in Australia getting a driver’s licence while still in high school. This article will be published in a magazine for the Spanish-speaking community.

Escribe un artículo evaluativo elaborando los aspectos positivos y negativos de obtener la licencia de conducir cuando los jóvenes en Australia aún son estudiantes de escuela secundaria. El artículo va a ser publicado en una revista de la comunidad de habla hispana.

OR

Question 9

You are on a train travelling in a Spanish-speaking country when you suddenly notice that you have missed your train stop. Write an imaginative story about the events that unfold.

Estás en un tren viajando en un país de habla hispana cuando de repente te das cuenta que te has pasado de estación. Escribe una historia imaginativa acerca de lo que sucede a continuación.

OR

Question 10

Write a newspaper article in which you provide a personal reflection on the meaning of friendship. The article will be published in the newspaper *Young People Today*.

Escribe un artículo en el cual haces una reflexión personal sobre el significado de la amistad. El artículo será publicado en el periódico *Los jóvenes de hoy*.

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