

Written component

GENERAL COMMENTS

Most students understood the requirements of the 2014 Spanish written examination and were well prepared. Some sections of the paper required a response in English and others a response in Spanish. It is very important that students answered in the correct language, as responses in the wrong language are considered incorrect and are not awarded marks. Students should read the questions thoroughly, follow the instructions carefully and make use of the space provided for taking notes. Students need to pay attention when questions require an answer in full sentences. Marks are given for sentence structure as well as language expression.

Advice for students

- Students should attempt all questions.
- No marks will be given for notes or drafts. Marks will be awarded only for answers given in the spaces provided.
- The meaning of the response should be conveyed accurately for marks to be awarded.
- Not all questions based on a text are purely factual; some are higher-order thinking questions and require analysis so that students can demonstrate that the text has been understood at a deeper level.

SPECIFIC INFORMATION

This report provides sample answers or an indication of what the answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1 – Listening and Responding

Part A – Answer in English

Most students answered the questions in this section correctly. Students are advised to listen carefully and to take notes during both readings of the text, as this will assist them in completing their answers.

Text 1

The first text consisted of a radio announcement to encourage listeners to host overseas students.

Question 1a.

The purpose of this announcement is to encourage people to become a host family of an overseas student or a member of an exchange student program.

Question 1b.

The advantages of this program for households are (all of):

- to get to know new people
- to share experiences
- to earn some money.

Question 1c.

Both:

- to have a free room in your house
- to have someone living at home during the home-stay period.

Text 2

The second text consisted of a conversation between two friends, Patricia and Eduardo.

Question 2a.

It is not just a dance class: it is also an aerobic activity.

Question 2b.

Patricia takes part in this activity because:

- of her health/she wants to have a healthy life
- the doctor advised her to do some exercise

2014 Examination Report

- to burn some calories/lose weight
- a friend suggested this activity/it is a social and fun activity
- she finds it hard to go to the gym.

Question 2c.

Both:

- he thinks it is an activity for women/it is not an activity for men
- his coordination is not that good.

Part B – Answer in Spanish

Text 3

This text consisted of an interview with Violeta, an 80-year-old woman who is completing her secondary schooling.

Question 3a.

The reasons why Violeta was unable to complete secondary school when she was young are:

- because she left her province when she was 15 years old
- because she married when she was very young/women of that generation were only prepared to get married
- because she dedicated her life to her children and her home life.

Question 3b.

The positive aspects of her experience as an adult student are:

- she is in contact with young people/she has social interaction
- she no longer talks about sickness or pain
- at the moment, she has projects and plans
- she also celebrates ‘students’ day’.

Question 3c.

- Violeta feels that she is part of history because of her age.
- When she discusses government and presidents, she can tell about her own history; she is like a living book.

Section 2 – Reading and Responding

Part A – Answer in English

Text 4

This text consisted of a piece of writing describing the Pachamama festival in the province of Tucuman, Argentina.

Question 4a.

Festival that finishes today	The National Party of Pachamama/the Pachamama celebration
Where this celebration takes place	In the province of Tucumán/in other towns in the Andes
Cost of the entrance fee	It is free

Question 4b.

Carnival

Question 4c.

All of:

- it is a pre-Columbian religious deity
- Earth Mother/goddess of fertility (also acceptable: ‘She makes the fruits ripen’)
- she makes seeds germinate.

2014 Examination Report

Question 4d.

Both:

- they build a pile/cairn
- a hole is dug into which offerings (examples of offerings, such as coca leaves, tobacco, beverage) are placed.

Question 4e.

All of:

- eat typical food
- dance
- perform theatrical plays
- there is folk music
- there is throwing of flour with water and confetti
- 'they intertwine streamers between themselves'/'they link each other using streamers' (also acceptable: 'there is a parade')

Question 4f.

Both:

- election of the Pachamama
- because it was not young women who were chosen but older women.

Question 4g.

All of:

- wisdom
- spiritual knowledge
- knowledge of local culture.

Part B – Answer in Spanish

Text 5

This text consisted of a short story, *That unforgettable coffee*.

The answers in this section should have been in Spanish and in full sentences. Student needed to demonstrate a capacity to understand general and specific aspects of the text and convey information accurately and appropriately.

Question 5a.

Pintar en forma voluntaria una escuela humilde en una zona muy pobre. (The purpose of the invitation is to voluntarily paint a humble school located in a very poor neighbourhood.)

Question 5b.

El escritor describe lo que vieron. Nos cuenta que vieron chozas alrededor del colegio y pudieron escuchar la soledad escondida, excluida, perdida. (He described what they saw, and this tells us that they first saw huts and felt a tremendous sense of loneliness.)

Question 5c.

Una señora humilde les ofrece un café que ella misma preparó, y es servido en unas tacitas de lata. (A humble woman offers them a coffee she has prepared. This is served in tin cups.)

Question 5d.

- *Este café fue dado con todo el amor del mundo* (This coffee was given with all the love of the world/world's love)
- *Con sabor a humanidad* (with human flavour [passion])
- *El sabor queda grabado en la memoria* (The coffee flavour remains in his memory).

Section 3 – Writing in Spanish

In preparation for this section, students are encouraged to practise different writing styles (informative, persuasive, evaluative, personal and imaginative) and to become familiar with the conventions that correspond to each text type. Students would also benefit from revising verbs and tenses.

Many of the written pieces complied with the requirements of the task and were excellent. Some, however, lacked structure, content and appropriate use of grammatical structures. It is recommended that students practise writing in different styles throughout the year. Reading texts in Spanish is also a very effective method for improving written expression. Students should read short stories, novels, articles and magazines.

Question 6

Students were asked to write an informative article for the school's newsletter about the importance for Year 12 students of doing physical activity.

The informative article should have included 3–4 developed points, such as:

- the benefit/importance of fitness
- consequences of not doing physical activity
- the impact of time required to do the activity (positive or negative)
- what studies show.

Question 7

Students were asked to write a speech to persuade the Minister for Education to establish bilingual Spanish and English schools in Australia.

The persuasive speech should have included 3–4 developed arguments for establishing bilingual schools, such as:

- advantages for the community
- the importance of intercultural awareness
- the popularity of language learning
- practical suggestions for developing schools.

Question 8

Students were asked to 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. The article would be published in a Spanish-speaking community's magazine.

The evaluative article should have included 3–4 developed points, such as:

- any relevance/link between high school students and obtaining licences
- 2–3 positives and 2–3 negatives
- possible dangers/advantages
- a comparison between the Spanish and the Australian systems.

Question 9

Students were asked to write an imaginative story about the events that might unfold if they were travelling on a train in a Spanish-speaking country and they missed their train stop.

The content of the imaginative story was open to the student's imagination, but should have included the situation, complication and resolution.

Question 10

Students were asked to write a newspaper article in which they provide a personal reflection on the meaning of friendship. The article would be published in the newspaper *Young People Today*.

The newspaper article should have defined 'friendship', given the context in terms of 'young people', included 3–4 well-developed points and featured an appropriate conclusion.