

# 2016 VCE Spanish written examination report

## General comments

Most students understood the requirements of the 2016 Spanish written examination and were well prepared. It was very important that students answered in the correct language, as responses in the wrong language were considered incorrect and were not awarded marks. Students are reminded to read the questions thoroughly, follow the instructions carefully and make use of the space provided for taking notes. Students should attempt all questions, answer in the answer spaces provided and convey their responses accurately.

Students need to pay attention when questions require an answer in full sentences. Marks were awarded for sentence structure as well as language expression.

## Specific information

This report provides sample answers or an indication of what 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 playings of the text as this will assist them in completing their answers.

### Text 1

#### Question 1a.

Both:

- people who are interested in protecting the environment
- people wanting an economic car/thrifty person

#### Question 1b.

Any five of:

- hybrid battery, which has the same duration as the motor
- technological advances
- electronic brakes
- latest model using renewable energy
- more efficient/will save you money
- aerodynamic design.

**Text 2**

**Question 2a.**

- The language is different./He didn't speak the language.
- At the beginning because everything was different (food, schedules, customs).

**Question 2b.**

With the family	With other students
<ul style="list-style-type: none"> <li>• Family was warm and welcoming/positive.</li> <li>• They made him feel comfortable.</li> <li>• The family made him feel at home/made him feel like a member of the family.</li> </ul>	<ul style="list-style-type: none"> <li>• He made lots of friends/he learnt a lot about himself or about the new culture (because he didn't think he could make friends easily)/he was accepted as part of the group.</li> <li>• He was included in activities such as sports and going out.</li> <li>• He did group projects.</li> <li>• He did surveys (with the group) and presented results to the class.</li> </ul>

**Part B – Answer in Spanish**

**Text 3**

**Question 3a.**

*La madre se preocupa de:* (The mother is concerned about:)

- *El futuro de su hija en relación a su carrera, los tiempos han cambiado.* (their daughter's future career because times have changed)
- *Que Alicia pierda su tiempo (en el teléfono)* (Alicia wasting her time [on the phone])
- *Que el padre la consienta* (Alicia's father spoils her).

**Question 3b.**

- *El es mas relajado o despreocupado.* (He is more relaxed.)
- *El piensa que Alicia va a elegir y decidir que hacer.* (He thinks it is up to Alicia to choose and decide what to do.)
- *El cree que de todos modos, Alicia no los va a escuchar* (He does not believe that Alicia is going to listen to them anyway.)

**Question 3c.**

- *El papel de ellos como padres debe ser el de dar apoyo.* (Their role as parents should be being supportive.)
- *Ellos deben hacer sentir a la hija segura dentro de la familia.* (They should make their daughter feel at ease within the family.)
- *El le hace acordar a su esposa que cuando era joven ella no escucho lo que sus padres le decían.* (He reminds his wife about when she was young – she did not listen to her parents.)

## Section 2 – Reading and responding

### Part A – Answer in English

#### Text 4

This text consisted of a short story, Mendigo.

#### Question 4a.

- He reads James Joyce.
- He goes some Sundays mornings to the narrator's house.
- He works at the door of a church.
- He speaks with the narrator about some pointless truths.

#### Question 4b.

Aspects of the clothing	Memories evoked by the clothing
<ul style="list-style-type: none"> <li>• coat</li> </ul>	<ul style="list-style-type: none"> <li>• bought in London and reading James Joyce at the time</li> </ul>
<ul style="list-style-type: none"> <li>• torn pocket</li> </ul>	<ul style="list-style-type: none"> <li>• trip to Italy that was full of love</li> </ul>
<ul style="list-style-type: none"> <li>• worn collar</li> </ul>	<ul style="list-style-type: none"> <li>• perfume of days lost in history</li> </ul>
<ul style="list-style-type: none"> <li>• tattered/worn clothes</li> </ul>	<ul style="list-style-type: none"> <li>• dreams and frustrations in each of the threads</li> <li>• he used to wear them in salons/ballrooms</li> </ul>

#### Question 4c.

- He wanted to be as elegant as the beggar.
- He feels they look similar on the outside (inferred from tone of language in the text) but he feels inferior to the beggar in some ways (inferred by tone of text).
- He feels nostalgic – it brings back his past when he was slim.

#### Question 4d.

- the author used to read *Ulysses*/James Joyce
- the beggar is wearing all his clothes – the clothes the beggar is wearing fit him like they used to fit the narrator in his youth
- the author recognises his wounds/his frustrations in the beggar

#### Question 4e.

- The beggar has more depth than his appearance suggests. (e.g. 'below those clothes was a flesh covered in wounds', reads James Joyce).
- The beggar has something to offer the author. (e.g. 'and he kept his stare for a long time, smiling at me') The narrator sympathised with the beggar's wounds. He felt that they were his own wounds as well.
- The beggar realises how the narrator is feeling.
- The author identifies with the beggar (e.g. 'I looked at this beggar and recognised myself'.)

## Part B – Answer in Spanish

### Text 5

#### Question 5a.

*Es astuto, sabio, inteligente, es pragmático, decidido, firme, enérgico.* (cunning, wise, intelligent, pragmatic, decisive, assertive, energetic.)

'Bored' and 'melancholic' were not accepted.

#### Question 5b.

Possible responses included:

- *Porque le tenían envidia.* (Because they were envious of him)
- *Porque así podían escribir críticas o libros criticando su libro.* (Because then they would write reviews or books criticising the fox's book.)
- *Porque el zorro piensa que ellos son competitivos.* (Because the fox thinks that they're competitive.)

#### Question 5c.

Possible responses included:

- *Sí, porque él no sucumbe a la presión de los académicos de seguir publicando por el simple hecho de publicar.* (Yes, because he doesn't succumb to the pressure of the academics to continue to publish for the sake of publishing.)
- *El zorro se preocupa porque ellos murmuran y cree que desconfían de su capacidad para escribir nuevos libros.* (The fox seems to be right because they whisper and seem to believe that the fox is not capable of writing a new book.)
- *Sí, dejó de publicar porque no quería, no porque no tenía más capacidad.* (Yes, he stopped publishing because he didn't want to do it anymore, not because he was incapable of doing it.)

## Section 3 – Writing in Spanish

### Question 6

- Text type: must be in the form of a journal entry (date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content (information/reflection/evaluation); conclusion; register; style; layout
- Audience: 'you' the writer (a personal conversation you would have with yourself'; needs language that you would not normally share with the 'outside' world).
- Type of writing: personal

Suggested content:

- mention concert and singer inviting you to go on stage; your emotions
- significant aspects about the experience – e.g. fear, enthusiasm, opportunity; what you gained/learned from the experience
- concluding comments

### Question 7

- Text type: story (title/topic; structure; content; author – fictional name; register; style; layout)
- Audience: any age group but this needed to be clear in the story
- Type of writing: imaginative

### Suggested content

- reference to the context: i.e. visit to gallery/painting exhibition; content of painting; why painting inspired you; etc.
- mention of events and what happened
- development of the story
- situation; complication; resolution; conclusion
- story needs to be engaging

### Question 8

- Text type: must be in the form of an informal letter (and contain a personal details: title/heading; content (factual information); headings/subheadings; register; style; layout)
- Audience: your uncle
- Type of writing: persuasive

### Suggested content

- introduction; middle; conclusion
- reference to your uncle owning a holiday house at the beach
- related to advantages of your uncle's beach house
- requirements for friend's birthday party venue
- persuasive language
- concluding comments

### Question 9

- Text type: newspaper article (title; content; author (fictional name); register; style; layout)
- Audience: general

Type of writing: informative

### Suggested content

- introduction; middle; conclusion
- informative content and language referring to three or four observations/differences between life in the outback and city life
- possible advice/suggestions of how to approach the differences/what the advantages of different experiences are/etc.
- concluding opinions/statements

### Question 10

- Text type: must be in the form of a formal magazine article (title; content; author (fictional name); register; style; layout)
- Audience: general
- Type of writing: evaluative – pros and cons of the argument; reference to the statement that there are no authentic Australian traditions

### Suggested content

- introduction; middle; conclusion
- reference to scene
- evaluative content and language referring to different traditions in different countries
- positive and/or negative points
- outcome(s)
- concluding comments