

**Victorian Certificate of Education
2018**

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER Letter

SPANISH
Written examination

Tuesday 20 November 2018

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	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 correction fluid/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.

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. Based on the information in the text, which area in Spain would be the best location to go skiing this weekend? 1 mark

- b. What sort of weather is expected in Spain this weekend? Complete the following table with the weekend forecast for Spain. 6 marks

	Saturday	Sunday
North		
South		
Canary Islands		

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. According to the text, what are the benefits and difficulties of going to the film festival for students of Spanish? 4 marks

Benefits	Difficulties

- b. Why does Rosario think Tomás wants to see *The Queen of Spain*?
What is the real reason? 2 marks

- c. In the end, what kinds of movies are Rosario and Tomás going to see? 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. Why does the tourist information officer refer to the Sagrada Familia as a work worthy of admiration?
¿Por qué la operadora de información turística hace referencia a la Sagrada Familia como una obra digna de admiración?

- b. How do we know that Park Güell is important worldwide?
¿Cómo sabemos que el Parque Güell tiene importancia a nivel mundial?

- c. Which aspects of Gaudí's talent does the tourist information officer mention?
¿Qué aspectos del talento de Gaudí menciona la operadora de información turística?

- d.** Explain how the student's phone call to the tourism office was useful for their essay.

Explica de qué manera la llamada telefónica del estudiante a la oficina de turismo fue útil para su ensayo.

You may make notes
in this space.

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.

¡Cuidado, es tiempo de exámenes!**Come sano, camina mucho y verás cómo cambian tus calificaciones.**

Ahora es tiempo de dejar los dulces y la comida chatarra. Te preguntarán por qué tienes que dejar ese riquísimo chocolatito que tan bien le hace a tu cerebro. Pues bien, un chocolate no está mal. Pero estudios científicos han demostrado que una dieta balanceada que incluya alimentos frescos, como verduras y frutas, puede ayudar a mejorar el rendimiento académico de los estudiantes. Menos bebidas gaseosas y más manzanas te ayudarán a concentrarte y mejorar tu memoria.

Por otra parte, la actividad física es muy importante cuando estás estresado. Seguramente pasas muchas horas sentado, lees en una mala posición y eso te provoca contracturas. ¿Quieres la solución? Pues, es muy simple, no necesitas ir al gimnasio todos los días. Bastará con pasear a tu perro o simplemente salir a caminar. Esto te ayudará a mejorar tu rendimiento intelectual. Y si piensas que por hacer deporte o ejercicio estarás más cansado, te equivocas. El deporte o el ejercicio te darán más energía y entonces tendrás más ganas de estudiar y aumentará tu concentración.

Por eso, y como dice el dicho “mente sana en cuerpo sano”, comencemos hoy a cuidar nuestro cuerpo con un estilo de vida equilibrado y obtendremos mejores resultados.

Question 4

You may make notes
in this space.

a. What is the purpose of this text?

1 mark

b. To whom would this text appeal?

1 mark

c. What contradiction does the speaker mention about eating chocolate?

2 marks

d. Name **two** persuasive techniques used in the text. Give examples from the text.

2 marks

e. Find **four** reasons in the text to justify the use of the phrase 'a healthy mind in a healthy body'.

4 marks

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Instructions for Section 2 – Part B

Text 5, Question 5 (10 marks)

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

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

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

You may make notes
in this space.

El hombre que aprendió a ladrar

Lo cierto es que fueron años de arduo y pragmático aprendizaje, con lapsos de desalineamiento en los que estuvo a punto de desistir. Pero al fin triunfó la perseverancia y Raimundo aprendió a ladrar. No a imitar ladridos, como suelen hacer algunos chistosos o que se creen tales, sino verdaderamente a ladrar. ¿Qué lo había impulsado a ese adiestramiento? Ante sus amigos se autoflagelaba con humor: “La verdad es que ladro por no llorar”. Sin embargo, la razón más valedera era su amor casi franciscano hacia sus hermanos perros. Amor es comunicación. ¿Cómo amar entonces sin comunicarse?

Para Raimundo representó un día de gloria cuando su ladrido fue por fin comprendido por Leo, su hermano perro, y (algo más extraordinario aún) él comprendió el ladrido de Leo. A partir de ese día, Raimundo y Leo se tendían, por lo general en los atardeceres, bajo la glorieta, y dialogaban sobre temas generales. A pesar de su amor por los hermanos perros, Raimundo nunca había imaginado que Leo tuviera una tan sagaz visión del mundo.

Por fin, una tarde se animó a preguntarle, en varios sobrios ladridos: “Dime, Leo, con toda franqueza: ¿qué opinas de mi forma de ladrar?”. La respuesta de Leo fue bastante escueta y sincera: “Yo diría que lo haces bastante bien, pero tendrás que mejorar. Cuando ladras, todavía se te nota el acento humano”.

Source: Mario Benedetti, ‘El hombre que aprendió a ladrar’, in FJ Uriz, *Cosas que pasan*, Edelsa, Madrid, 1990, p. 47

Question 5

Explain why this story is relevant to studying languages and cultures. You must include aspects of Raimundo’s experiences in your article.

Explica por qué esta historia es relevante para el estudio de lenguas y culturas. Debes incluir aspectos de las experiencias de Raimundo en tu artículo.

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

You are sitting on the summit of a mountain in the Andes with a group of Australian students. You are exhausted after the climb but the view is breathtaking. You can see indigenous people in the village below. As you sit there in awe of the views around you, write in your personal journal about your experience, feelings and impressions.

Estás sentado en la cumbre de una montaña en los Andes con un grupo de estudiantes australianos. Estás agotado después de la subida pero la vista es impresionante. Puedes ver un grupo de indígenas en la cercanía. Sentado allí admirando las vistas que te rodean escribe en tu diario personal tu experiencia, sentimientos e impresiones.

OR**Question 7**

You are a member of the Hispanic Cooking Circle. Write an evaluative report for the circle's magazine on the advantages and disadvantages of creating modern-style dishes in contrast to traditional cuisine.

Eres miembro de un Círculo de Cocina hispana. Escribe un informe evaluativo para la revista del círculo sobre las ventajas y desventajas de crear platos de estilo moderno en contraste con la comida tradicional.

OR**Question 8**

Australia is a successful nation in the world of sport. Write an informative article for a Spanish newsletter about the reasons for this success.

Australia es un país líder en el mundo del deporte. Escribe un artículo informativo para el boletín en español sobre las razones del éxito.

OR**Question 9**

You have been working as a volunteer in a childcare centre. Write an imaginative story for the children at the centre about an Australian animal that can talk about its adventures and misadventures.

Has estado trabajando como voluntario en una guardería. Escribe una historia imaginativa para los niños de la guardería acerca de un animal australiano que puede hablar sobre sus aventuras y desventuras.

OR

Question 10

Your school is planning a cultural event. As a student representative, write the script of a speech to persuade the school council to have the cultures of some Spanish-speaking countries represented at the event.

Tu escuela está organizando un evento cultural. Como representante estudiantil, escribe el guión de una presentación para persuadir al comité escolar para que las culturas de algunos países de habla hispana estén representadas en el evento.

You may make notes in this space.

Write your response on the following pages.

SECTION 3 – continued
TURN OVER

Question no.

Lined writing area consisting of 20 horizontal lines.

An answer book is available from the supervisor if you need extra paper to complete an answer. Please ensure you write your **student number** in the space provided on the front cover of the answer book. **At the end of the examination, place the answer book inside the front cover of this question and answer book.**

END OF SECTION 3

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