

2018 VCE Spanish written examination report

General comments

Most students understood the requirements of the Spanish written examination. It is recommended that students practise with previous examinations.

There were three sections in which the answers needed to be in Spanish (Section 1, Part B; Section 2, Part B; and Section 3) and responses in the wrong language were not awarded marks.

It is important that while listening to the spoken texts students should take notes in the spaces provided. In some cases, students wrote the answers in those spaces but did not include them in the section provided for the answers.

Students need to pay attention to questions that require responses in full sentences or extended responses, for example, in Texts 3 and 5. The answers should demonstrate the capacity to understand the texts and to convey information accurately and appropriately. In other words, the answers should show that the text is understood and be clear and grammatically correct.

Specific information

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual 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 take notes during the playing of the text as this will assist them in completing their answers.

Text 1 Question 1a.

The best place to go skiing this weekend is the North of Spain/the North part of Spain.

Question 1b.

	Saturday	Sunday
North	low temperatures/13–14 degrees	snow or intense winds/windy
South	sunny day/15 degrees and above	sunny day
Canary Islands	mild temperatures/soft, smooth or pleasant temperatures	rain/showers

Text 2

Question 2a.

Benefits	Difficulties
improve/train/practise accent and pronunciation/get used to rhythm of the language	difficulty in understanding regional varieties/vocabulary/words/dialects/expressions/sayings/accents
learn colloquial expressions/improve listening skills	cultural elements difficult to understand

Question 2b.

Rosario thinks Tomas wants to see the movie because he likes the actress Penelope Cruz. The real reason is because he wants to learn about history and about Queen Isabel la Católica.

Question 2c.

In the end, the kinds of movies Rosario and Tomas are going to see are:

- a black comedy/dark humour comedy (*The One-Eyed King*)
- a historical movie (*The Last Ones of the Philippines*).

Part B – Answer in Spanish

Text 3

Question 3a.

Porque es la obra arquitectónica mas importante de Gaudí/porque en ella se puede ver el uso de distintos materiales/cemento, piedra, hierro, mosaicos/y la síntesis del conocimiento arquitectónico de Gaudí/ es la obra célebre de Gaudí. (Because it is the most celebrated architectural work of Gaudi/because we can see the use of different materials/cement, stone, iron and mosaic/it provides a synthesis of Gaudi's architectural knowledge.)

Question 3b.

Porque es patrimonio de la Humanidad según la UNESCO. (Because it is recognised as world heritage by UNESCO.)

Question 3c.

- *Intuición y visión de futuro* (Intuition and vision)
- *Claridad de exposición/conceptos* (Clarity of exposition or concepts)
- *Uso de la naturaleza para sus formas espaciales* (Use of nature for spatial forms).

Question 3d.

- *El estudiante quiere escribir un trabajo sobre arquitectura modernista/descubrió que Barcelona es rica en este aspecto.* (The student wants to write an essay on modernist architecture and was told that Barcelona is rich in modernist architecture.)
- *El estudiante quiere visitar el trabajo de Gaudí/Gaudí fue un genio en e mundo de la arquitectura.* (The student wants to visit the work of Gaudí/Gaudí is a genius of world architecture.)
- *El estudiante puede ver otros trabajos de Gaudí (la Casa Batllo, la Casa Mila, la Colonia Güell y el Palau Güell).* (The student can see other Gaudí works [Batllo House, Mila House, Colonia Güell and Palau Güell]. This research will be invaluable for his professional and personal life.)

Section 2 – Reading and responding

Part A – Answer in English

Text 4

Question 4a.

The purpose of this text is to improve the chances of receiving better marks in examinations/to improve grades/to give advice about how to improve grades by living more healthily.

Question 4b.

The text will appeal to students undertaking examinations.

Question 4c.

- Eating chocolate is on the one hand good for the brain, but on the other hand it is like sweets (a type of food to give up).
- Chocolate is not bad for you/chocolate is said to be good for your brain but you must eat it in small quantities.

Question 4d.

The persuasive techniques used in the text were:

- use of imperative or command language (e.g. eat, walk)
- use of evidence by referencing scientific studies (e.g. 'scientific studies have shown')
- rhetorical questions (e.g. 'Do you want the solution?')
- emotive language (e.g. '*ese riquísimo chocolatito*'/'that exquisite little chocolate')

Question 4e.

'A healthy mind in a healthy body' can be justified with the following reasons from the text:

- Eat healthy and exercise, and your grades will change.
- Physical activity is very important when you are stressed/reduces stress.
- A balanced diet with fresh food and vegetables improves academic performance.
- Sports give you energy and help you study.
- Drinking fewer soft drinks and eating more apples improves concentration and memory.

Question 4f.

Topics to mention in the email include:

Advice on nutrition:

- fewer sweets
- less junk food
- balanced diet (with fruit and vegetables)
- fewer soft drinks and more apples
- chocolate

Suggested physical activities:

- sport or exercise will promote more energy and increase concentration
- walking your dog, or just walking
- healthy body helps keep a healthy mind
- avoid sitting for a long time

Question 4g.

According to the text, reading can produce cramps/spasms/bad posture due to spending many hours sitting down.

Part B – Answer in Spanish

Text 5

Question 5

The answer could have included some of the following analysis. This story is relevant to studying other languages and cultures because:

- there is joy in being able to communicate with others ('glorious day')
- studying other languages opens up new worlds
- Raymond was exposed to new ideas of the world once he could communicate with Leo
- learning a language requires perseverance. It is hard and one has to be pragmatic as demonstrated by Raymond who spent a lot of time practising barking
- it takes a long time to be understood in another language
- it requires making the language your own, until it becomes natural
- learning a language makes you appreciate and understand the wisdom of others
- in learning a language, there is always room for improvement
- although one strives to master the language, one will probably always have an accent in the new language.

Section 3 – Writing in Spanish

Question 6

The response needed to be in the form of a journal entry and could have included: 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 and layout.

Audience: 'you', the writer (a personal conversation you would have with yourself, requires language that you would not normally share with the 'outside' world).

Type of writing: personal

Suggested content:

- the view below and your feelings, emotions and impressions
- significant aspects of the experience (e.g. fear, enthusiasm, opportunity), what you gained/learned from the experience
- concluding comments

Question 7

The response needed to be in the form of a formal magazine article and could have included: title, content, author (fictional name), register, style and layout.

Audience: members of the Hispanic Cooking Circle

Type of writing: evaluative (pros and cons of the argument)

Suggested content:

- introduction, middle, conclusion
- evaluative content and language referring to different traditional cuisines and modern-style dishes
- positive and/or negative points
- concluding comments

Question 8

The response needed to be in the form of a newsletter article and could have included: title, content, author (fictional name), register, style and layout.

Audience: readers of a Spanish newsletter

Type of writing: informative

Suggested content

- introduction, middle, conclusion
- informative content and language referring to three or four observations about the success of sports in Australia
- concluding opinions/statements

Question 9

The response needed to be in the form of an imaginative story and could have included: title/topic, structure, content, author (fictional name), register, style and layout.

Audience: young children and toddlers

Type of writing: imaginative

Suggested content:

- reference to the context (i.e. an Australian animal who can talk about its adventures and misadventures)
- mention of events and what happened
- development of the story
- situation, complication, resolution, conclusion

The following is an example of a high-scoring response.

La cacatúa amarilla

La cacatúa amarilla, cuyo nombre era Cresta, vivía en la cima de los árboles más altos de la ciudad de Melbourne, y desde ahí, tenía el poder de ver todo lo que pasaba desde que el sol salía del este, hasta que el naranja chillón del oeste no le dejaba ver con claridad la delicada silueta de la creciente luna.

Un día cualquiera, cuando Cresta se echaba una cabezada en el nido que acababa de construir con ramas viejas y hojas marrones. Marrones como el tronco en el que se encontraba un enemigo que llevaba días sin quitarle los ojos al recién nacido de Cresta. Saltó sobre el nido y sin la menor dificultad agarró al pequeño con sus garras afiladas como el gancho de un pirata y salió volando, dejando el nido atrás.

-¡Socorro, Socorro! ¡Que alguien me ayude!, ¡ Se han llevado a mi pequeño! Dijo Cresta aterrorizada al ver que Pi no estaba.

Por suerte, un amigo que conocía de la infancia estaba buscando algunos ratones escondidos entre los árboles, y pudo oír los escalofriantes chillidos de Cresta.

-¿Cresta, te ocurre algo? Pareces asustada. ¿Qué ha pasado?, dijo la serpiente Sime, curiosa pero a la vez preocupada.

- Se han llevado a Pi, ya es la segunda vez desde su nacimiento. ¿Crees que habrá podido ser el cuervo negro otra vez? Lo digo por la pelea que tuvimos el otro día acerca de quién podía volar más rápido. Yo gané demostrándole que tenía razón, dijo Cresta un poco más aliviada.

- Puede que si Cresta, dijo Sime tratando de calmarla. ¿Te parece bien que tú la busques volando, y yo recorra los escondrijos de la ciudad en busca de pistas?

-¡ Sime, excelente idea! dijo Cresta entusiasmada.

En menos de media hora, los dos amigos, cada uno con sus cualidades, lograron encontrar a Pi, (así es como se llamaba su hijo) sano y salvo jugando con unos patitos a orillas del lago Peza, situado en el centro de la ciudad, rodeado de grandes y hermosos eucaliptos.

Y esta fue una de las muchas aventuras y desventuras que yo, la mosca que no deja en paz a Cresta, tuve la suerte de presenciar.

Question 10

The response needed to be in the form of the script of a speech addressing a school council and could have included: title/heading, content (factual information), register, style and layout.

Audience: school council members

Type of writing: persuasive

Suggested content:

- introduction, middle, conclusion
- reference to the importance of including cultures of Spanish-speaking countries in the event that is being planned, including some reasons
- persuasive language
- concluding comments