

STUDENT NUMBER           Letter

## SPANISH

### Written examination

Tuesday 19 November 2019

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

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 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, what are the two reasons for Laura's call? 2 marks

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- b.** What evidence is there that Andrew loves Caribbean music? 2 marks

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- c.** Why does 15 February, with an 11 am arrival, work well for both Laura and Andrew? 3 marks

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**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 is the focus of the female speaker’s presentation about social media? 1 mark

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**b.** What evidence does the male speaker give to explain how communication was harder when his father was young? 2 marks

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**c.** According to the male speaker, how do teenagers and adults use social media differently? 5 marks

Teenagers

- ---
- ---
- ---

Adults

- ---
- ---

### 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 has Miguel decided to take a gap year?

¿Por qué Miguel ha decidido tomar un año sabático?

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b. What will Miguel's responsibilities at work be?

¿Cuáles van a ser las responsabilidades de Miguel en el trabajo?

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c. What are the benefits that this job offers Miguel?

¿Cuáles son los beneficios que ofrece este trabajo para Miguel?

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**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.

Ya casi llego al final de mi recorrido por la cordillera de los Andes. Anoche mientras conversaba con mis nuevos amigos peruanos y degustábamos un delicioso *Guiso de Quinua*, les conté que la quinua era prácticamente desconocida para mí, aunque en la última década ha sido indiscutible su popularidad. Es muy fácil adquirirla en supermercados y además se puede acceder a cientos de recetas fácilmente.

Mis anfitriones me hablaron de las bondades de este grano, cuya resistencia a las bajas temperaturas y gran valor alimenticio está por encima de la avena, el arroz y el trigo. Actualmente, provee de grandes ingresos a los países productores. También resaltaron la importancia ancestral en países como Perú, Bolivia y Ecuador donde se ha cultivado de la misma manera desde los tiempos de los Incas. Los Incas la consideraban una comida sagrada y solían ofrecérsela al Dios del Sol, Inti. En zonas de gran altitud (más de 3.600 metros), no es posible cultivar otros granos como el maíz, que ha sido por cientos de siglos, esencial en otras culturas de América Latina.

Noté en ellos un aire de orgullo, pero al mismo tiempo de preocupación. Debido a su creciente popularidad alrededor del mundo, la quinua ahora es menos asequible para la clase trabajadora, ya que han tenido que optar por productos más baratos, pero con menor valor nutritivo. Aún para quienes cultivan la quinua resulta mucho más ventajoso vender sus cosechas que consumirlas.

Me contaron de amigos y familiares que han regresado a trabajar en el campo debido a la creciente demanda de quinua en el extranjero. El incremento de los cultivos, aunque lucrativo para los pequeños agricultores, está creando problemas que afectan la fertilidad del suelo a largo plazo. A pesar de que otros países han empezado a cultivar quinua, lograr la apetecida *Quinua Real* no es del todo posible ya que se requiere de condiciones particulares del suelo.

Al final de esta interesante conversación me invadió una tremenda carga de responsabilidad, pues a veces un cambio en nuestra dieta que parece trivial, puede afectar radicalmente las vidas de muchas personas en otros lugares del mundo.

**Question 4**You may make notes  
in this space.

- a. What title would you give this text? Explain why. 2 marks

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- b. According to the text, what evidence is there of the growing popularity of quinoa? 4 marks

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- c. What is the 'ancestral importance' of quinoa? 2 marks

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- d. Name three positive and two negative aspects of quinoa production in the Andes region. 5 marks

Positive aspects

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Negative aspects

1. \_\_\_\_\_

2. \_\_\_\_\_

- e. Why is it difficult to cultivate '*Quinua Real*' outside the Andes region? 1 mark

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**f.** What information about grains **other than quinoa** is provided in the text?

3 marks

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**g.** What are the writer's thoughts at the end of the text? Include the writer's reasons.

3 marks

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You may make notes in this space.



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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.

**La rama**

Canta en la punta del pino  
un pájaro detenido,  
trémulo, sobre su trino.

Se yergue, flecha, en la rama,  
se desvanece entre alas  
y en música se derrama.

El pájaro es una astilla  
que canta y se quema viva  
en una nota amarilla.

Alzo los ojos: no hay nada.  
Silencio sobre la rama,  
sobre la rama quebrada.

Por Octavio Paz

Source: Poemas del Alma,  
<[www.poemas-del-alma.com/la-rama.htm](http://www.poemas-del-alma.com/la-rama.htm)>



**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 and your best friend have been travelling around Latin America. Write a personal email to your family about a souvenir you bought, telling them about where you bought it and why you chose that particular souvenir.

Tu mejor amigo y tú han estado viajando por Latinoamérica. Escribe un correo electrónico personal a tu familia sobre un recuerdo que compraste y cuéntales dónde lo compraste y por qué adquiriste ese recuerdo en particular.

**OR**

**Question 7**

You have discovered that your watch can transport you to the future. Write an imaginative short story for your literature class, about what you have learnt during your time travels.

Has descubierto que tu reloj te puede transportar al futuro. Escribe una historia imaginaria corta para tu clase de literatura relatando lo que has aprendido en tus viajes por el tiempo.

**OR**

**Question 8**

Write an informative report for a magazine, about the food diversity at the upcoming Hispanic and Latin-American Food Festival.

Escribe un reseña informativa para una revista acerca de la diversidad de las comidas en el próximo Festival Gastronómico Hispano y Latinoamericano.

**OR**

**Question 9**

Write a formal letter to the dean of a university in Paraguay, persuading the university to accept your application as a future international student.

Escribe una carta formal al decano de una universidad en Paraguay para persuadirlos de que te acepten como futuro estudiante internacional.

**OR**

**Question 10**

You have volunteered to contribute to your school magazine. Write an evaluative article about the effects that mass tourism can have on ecologically vulnerable areas. Give **three** examples.

Te has ofrecido para contribuir a tu revista escolar. Escribe un artículo evaluativo sobre el efecto que el turismo en masa puede tener en áreas ecológicamente vulnerables. Da **tres** ejemplos.

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