

2019 VCE Spanish written examination report

General comments

Most students understood the requirements of the 2019 Spanish written examination. It is recommended that students use previous examinations as a basis for practice and preparation.

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 take notes in the spaces provided. In some cases, students wrote answers in those spaces but did not include them in the section provided for the answers. No marks could be awarded for answers in the note-taking space.

Students need to pay attention to questions that require responses in full sentences or extended responses; for example, in dealing with Texts 3 and 5. The answers should demonstrate the capacity to understand the texts and to convey information accurately and appropriately. The answers should show that the text is understood, and be 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 were able to answer the questions in this section correctly. Students need to listen carefully and take notes during the playing of the texts and this will assist them in completing their answers.

Text 1

Question 1a.

The two reasons for Laura's call were:

- to invite Andrew to a Caribbean music concert
- to invite Andrew to spend a holiday with her.

Question 1b.

The evidence that reveals that Andrew loves Caribbean music is:

- when Andrew was a student, he used to practice the song lyrics of his favourite music, which Laura says is Caribbean music
- Andrew says that the rhythms of this music always make him happy.

Question 1c.

The date and time of arrival work well for both Laura and Andrew because:

- she can pick him up at the airport
- they will have time to have lunch (before the concert)
- they can catch up with friends.

Text 2

Question 2a.

The focus of the speaker's presentation is how social media has changed the way we make friends.

Question 2b.

The evidence the male speaker gives is:

- there were no mobile phones/computers at home
- organising a meeting with school friends took more time or effort than today.

Question 2c.

Teenagers use social media:

- to look for a job
- to organise events
- to talk about fashion / sport activities.

Adults use social media:

- to share information about travels/health/finances
- to have online conversations/meetings / to catch up with old friends / for group conversations.

Part B – Answer in Spanish

Text 3

Question 3a.

- *Miguel necesita hacer una pausa en sus estudios/está cansado.* (Miguel needs a break from his studies / he is tired of studying.)
- *Para estar en contacto/familiarizarse con el teatro* (To be in contact/familiarise himself with theatre).

Question 3b.

- *Vender entradas en la boletería o taquilla/manejar dinero.* (To sell tickets at the ticket/box office / to handle cash.)
- *Asistir a los actores con el vestuario antes de cada función.* (To assist actors with their attire/costumes before every play.)

- *Revisar que el escenario esté en buen estado* (incluye actividades de limpieza). (To make sure that the stage is in good condition [including some cleaning duties].)
- *Reemplazar a sus compañeros de trabajo en caso de ausencia*. (To replace his workmates in case of absence.)

Question 3c.

- *almuerzo* (lunch)
- *transporte* (transport allowance)
- *bono de vacaciones* (holiday bonus)
- *puede ver gratis, todas las obras de teatro que quiera* (he can see all the plays he wants for free).

Section 2 – Reading and responding

Part A – Answer in English

Text 4

Question 4a.

- Any of the following titles: Backpacker diary, The precious grain, Quinoa, Impact of quinoa's popularity/production.
- The explanation needed to be consistent with the title and text.

Question 4b.

- It is easy to buy quinoa in supermarkets / it is readily accessible.
- There are hundreds of recipes available on the internet.
- Because of increased demand, other countries have started to grow it.
- Farmers/Family and friends are returning to the fields to produce quinoa.

Question 4c.

- It has been part of their diet for years/generations (since the times of the Incas). It has been cultivated in the same way since Incan times/using the same traditional methods of cultivation.
- It was a revered grain and used by the Incas as an offering to the Sun God during rituals.

Question 4d.

Positive aspects:

- economic benefit for the producing countries / for the Andes region
- improved work outlook for the farmers / profitable for small farmers
- easy to grow in high altitude/low temperatures.

Negative aspects:

- soil sustainability/affects soil fertility due to overproduction
- the farmers prefer to sell it for a larger profit and consume less nutritious food.

Question 4e.

Because it requires particular soil conditions / the favourable characteristics of Bolivian, Ecuadorian and Peruvian soil.

Question 4f.

- Oats, rice and wheat are of lower nutritional value than quinoa.
- Oats, rice, wheat and corn can't grow in low temperatures/high altitude.

- Corn has been one of the most important food crops in Latin American cultures for hundreds of centuries.

Question 4g.

The narrator has a sense of responsibility as a potential consumer/has learnt the impact of his choices because he realises that a trivial/small change in the diet of consumers in developed countries can radically affect the lives of many people in areas where the food is produced.

Part B – Answer in Spanish

Text 5

Question 5

El tema del poema (The themes of the poem):

- *un retrato de la alegría y las consecuencias de la soledad* (a moment of joy and the awareness of solitude)
- *conceptos más elaborados y disimulados que llevan a reflexionar sobre el valor de lo efímero, como el hecho de ver un pájaro en una rama* (a reflection on the value of the ephemeral such as seeing a bird on a branch)
- *nada es para siempre / lo que no permanece en el tiempo* (nothing is forever / there is no permanence in time)
- *la belleza que puede existir en el instante en que se posa un pájaro en una rama* (beauty exists only for the time a bird sits on a branch).

La interpretación que se les puede dar es que nosotros somos parte de un árbol, familia, nación y que esa rama que nosotros representamos significa lo frágil y efímero que somos. Un mal viento nos puede romper, cualquier obstáculo de la vida nos puede desequilibrar.

(Possible interpretation: we are part of a tree, family, nation and that this branch that we represent means how fragile and ephemeral we are. A bad wind can break us, any obstacle in life can unbalance us.)

Elementos literarios (Literary techniques):

- *Metáfora* (Metaphor): *‘El pájaro es una astilla’ como un símbolo de fuerza capaz de penetrar la rama y herirla.* (‘The bird is a splinter as a symbol of strength capable of penetrating the branch and hurting it.)
- *Repetición* (Repetition): *‘rama’ en la última estrofa, se refiere a la importancia de la rama como vínculo de nuestras vidas* (‘branch’ in the last stanza conveys the importance of the branch as a link in our lives)
- *Imagen* (Image): *‘y en la música se derrama’ como lo más importante que hace el pájaro. Se convierte en música* (‘and in music spills’ as the most important thing that the bird does. It becomes music).

Section 3 – Writing in Spanish

Many students chose Question 6, writing an email. It is important that students become familiar with all types of writing to be better prepared for the examination.

Question 6

Text type: email

Kind of writing: personal

Audience: family

The response needed to include email features such as: address, date, salutation/greetings, farewell, informal speech, subjectivity and emphasis on ideas, opinions, feelings and impressions.

Suggested content:

- talking about oneself and how the writer is feeling
- description of the souvenir (what it is, its uses, distinctive characteristics)
- description of the place
- reasons why the object was chosen.

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

agosto 8, 2019

Querida familia,

me dió mucha alegría leer su último correo, porque la verdad es que, aunque me estoy divirtiendo mucho, ustedes me hacen mucha falta todavía. Espero que estén bien todos que a mi primo le haya ido bien en sus exámenes de la universidad.

Actualmente, estoy en Bucaramanga que ha sido mi ciudad favorita en Colombia y de hecho, toda sud América. La gente es muy amable han tomado cada oportunidad posible para ayudarnos y compartir con Claudia y yo. ¿Pueden creer que Claudia y yo hemos estado juntas por cinco semanas consecutivas sin tener ganas de ponernos a pelear? ¡Yo tampoco! (lo creo).

Voy a tomar esta breve oportunidad de tener acceso a buen internet en mi celular, para contarles sobre algo muy especial que conseguí en un mercado en las afueras de la ciudad. Claudia tuvo la idea de salir anoche después de la cena a ver que podíamos encontrar allá, y de suerte descubrimos un vendedor de libros de segunda mano, entre las otras tienditas de comida y artesanías.

Normalmente, compro un imán o una pequeña artesanía como mi recuerdo de cada lugar que visito, pero esta vez escogí algo bastante distinto. Como ya todos saben, el libro favorito en todo el mundo de mi abuelita fallecida era 'Cien años de soledad' por Gabriel García Márquez. ¿Adivinen que encontré en la tiendita? ¡Una copia del libro de la primera edición, de la publicación original del libro! No podía creerlo, y por supuesto que lo compré. Sé que a mi abuelita le hubiera hecho muy feliz tener un tesoro como este, ya que fue de ella que aprendí el valor de los libros. ¡No se preocupen! Tengo el libro en un empaque protector para mantenerlo seguro hasta mi vuelo de regreso a Australia en dos semanas.

Sé que mi abuelo no es muy bueno para manejar su computador o su celular y no va a poder abrir este correo, si se lo mando a él también. ¿Podrían por favor, contarle del recuerdo que he comprado? Sé que lo va a poner muy feliz y que va a ser un detalle pequeño para recordar a i abuelita, y para continuar su memoria en nuestra familia.

No sé si voy a tener la oportunidad de mandarles otro correo pronto, así que cuidense y espero verlos muy pronto, Y, Juancho: ¿si estás leyendo esto?, ¡espero que no hayas estado en mi cuarto mientras no he estado en casa!

Los quiero muchísimo a cada uno de ustedes y no puedo esperar para verlos otra vez muy pronto. ¡Los extraño mucho!

Un abrazo gigante y muchos besos.

Con amor, Alejandra

Question 7

Text type: short story

Kind of writing: imaginative

Audience: literature class at school

The response needed to include the features of imaginative writing:

- description of the imaginary situation in which they time travel
- description of the imaginary time they have travelled to.

Suggested content:

- aspects of life that are different from the present such as the use of technology, transport, workplaces, environment, gender equality
- aspects that remain the same such as school systems, friendship, family relationships
- what people in the present could do to avoid negative impact in the future, such as recycling, efficient use of energy, stop using plastic etc.

Question 8

Text type: magazine article

Kind of writing: informative

Audience: school community

The response needed to be written in an objective style and include a title, author and the use of examples.

Suggested content:

- description of stalls
- description of the food (and drinks) and their origin
- reasons that make these places special
- how to get to the location
- opening times
- other attractions.

Question 9

Text type: formal letter

Kind of writing: persuasive

Audience: admissions office of a foreign university

The response needed to be in a formal style and include: address, greeting, conclusion, farewell and sign-off.

Suggested content:

- introduction and background of student
- three or four reasons stating why he/she meets the entrance criteria
- area of study
- when they expect to enrol.

Question 10

Text type: review

Kind of writing: evaluative

Audience: school magazine readers

The response should include the following review features:

- issues regarding tourists and their negative impact on sensitive areas
- reference to at least one particular place
- specific examples of the effect of mass tourism
- give pros and cons for at least one example, giving a solution or making a reflection.

Suggested content:

- damage to the environment
- lack of infrastructure
- overflow of rubbish
- need to increase tourist accommodation
- effects on transport
- impacts on food
- impacts on water resources
- friction between locals and tourists.