

# 2020 VCE Spanish written examination report

## General comments

2020 was the first year this study was delivered according to the newly accredited *VCE Spanish Study Design 2020–2024* and examination specifications. It is important that students and teachers familiarise themselves with the [specifications for written examinations](#), available on the Spanish examinations webpage of the VCAA website.

It is important that, while listening to the 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. Marks could not be granted for correct answers written only in the note-taking space.

Students also need to pay attention to questions that require responses in full sentences or extended responses. It is also important to read the instructions carefully and answer in the required language as responses in the wrong language are not awarded marks.

## 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

### Part A – Listening and responding in English

#### Question 1a.

Correct responses were as follows.

	Option 1	Option 2
Departing from	Cartagena / tourist pier / dock	City / historic centre (bus stop)
Transport	Boat/speedboat	Bus ( <i>Trans Caribe</i> bus)
Duration	20–30 minutes	Two hours (approximately)
Other details about the trip	Companies offer a quick overview of <i>Islas del Rosario</i> (but they don't stop)	Better if you want to experience the culture and (meet) the locals
	More expensive (than bus)	The bus makes a stop (for people/passengers to buy crafts and sweets)

## Part B – Listening and responding in Spanish

In this part of the examination students were assessed on their understanding of the listening text and their ability to accurately convey appropriate information from the text in Spanish. The information presented in the response needed to be relevant to the question. Students were marked holistically according to the following criteria:

- the capacity to understand general and specific aspects of texts
- the capacity to convey information and opinions accurately and appropriately.

They were not awarded separate marks for content and language. Responses that included the relevant information and were expressed clearly in Spanish were awarded full marks.

### Question 2a.

Correct responses were:

- *Porque se cumplen 20 años de la/esta película*
  - Because it is the 20th anniversary of this movie
- *Porque la película le trae recuerdos de su vieja ciudad al crítico de cine*
  - Because the movie brings the critic memories about his old city

### Question 2b.

The correct response was:

- *El quería demoler/derribar la casa y quería construir un complejo de apartamentos.*
  - He wanted to demolish / pull down the house and build an apartment complex.

### Question 2c.

Correct responses were:

- *Los dueños se ven como con falta de consideración y ambiciosos.*
  - Owners are seen as inconsiderate and greedy.
- *Los inquilinos sufren desventajas y ellos nunca respetan a los propietarios.*
  - Tenants are considered disadvantaged and also they never respect the owners.

### Question 2d.

Correct responses were as follows.

Dueño de la casa / home owner	Inquilinos/tenants
<i>Construir el complejo de apartamentos y hacer dinero</i> Build the apartments and make money	<i>Conservar su casa y Amistad</i> Keep their house and their friendship
<i>Usar todos los medios (poder) a su alcance para lograr sus ambiciones</i> Use all possible means to achieve his ambition	<i>Trabajo en equipo</i> Team work

## Section 2

### Part A – Reading, listening and responding in English

#### Question 3a.

Correct responses included:

- 90% of the non-indigenous population is bilingual
- they are proud of the Guarani language
- helps them appreciate traditions and culture better
- helps integrate people / social integration
- helps interpret the world in a unique way.

#### Question 3b.

Correct responses were:

- to preserve the language, its grammar and evolution by using it correctly
- to make the language known through academic publications
- to contribute to evolution of the language.

#### Question 3c.

There are approximately 420 indigenous languages.

#### Question 3d.

Correct responses were:

- historically, indigenous languages (in Latin America) are perceived as synonymous with illiteracy and poverty / marginalised
- not being passed down through the generations.

#### Question 3e.

Correct responses were:

- raise awareness of the importance of preserving and promoting indigenous languages
- make countries establish policies to protect and strengthen these languages in the future.

#### Question 3f.

Correct responses were as follows.

Paraguayan government:

- compulsory bilingual education
- university courses
- all official documents are written in both languages, including public signs
- founded the Guarani Language Academy
- it is the official language.

Community:

- television/advertisements in Guarani
- social media in Guarani
- language camps to practise Guarani
- parents' groups to learn children's songs.

## Part B – Reading and responding in Spanish

### Question 4

Students were required to demonstrate an understanding of the stimulus text/texts and to address the requirements of the task by conveying the relevant information from the text/texts that was appropriate for the audience and the prescribed writing style and text type.

Student responses were assessed holistically according to the assessment criteria and the expected qualities published in the examination specifications on the VCAA website. The criteria for this section are:

- the capacity to understand general and specific aspects of texts
- the capacity to convey information and opinions accurately and appropriately.

Students were not awarded separate marks for content and language accuracy; however, language accuracy was an important expected quality that was considered in the assessment. A number of students provided lengthy responses beyond the scope of the task and some included additional information that was irrelevant.

Based on the stimulus text on the future of work, students needed to write an evaluative article about the fourth industrial revolution. The text was expected to include:

- the main ideas, including advantages and disadvantages
- an evaluation of the future of the work dynamics in the future
- the kind of employment that will be developed
- recommendations for your people.

## Section 3 – Writing in Spanish

### Questions 5–8

Students were provided with four questions and they were required to select one.

Question 5 was an imaginative story for young adults inspired by an image.

The response may have included the following content:

- reference to the image
- mention of events and what happened
- development of the story
- situation, complication, resolution, conclusion.

Question 6 was a personal journal entry reflecting on and describing a recent experience attending a Hispanic community festival in the city.

The response may have included the following content:

- 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 was a speech to persuade the audience at a parent–teacher evening that the use of mobile phones and social media could have positive outcomes for teenagers.

The response may have included the following content:

- reference to the importance of the use of mobile phones and social media, including some reasons
- persuasive language
- concluding comments.

Question 8 was an informative report for a community centre’s website, describing three programs that the centre provides and their benefits to the Spanish-speaking community.

The response may have included the following content:

- introduction, middle, conclusion
- informative content and language referring to the three programs and their benefits
- concluding statements.