

STUDENT NUMBER Letter

SPANISH

Written examination

Thursday 26 October 2023

Reading time: 3.00 pm to 3.15 pm (15 minutes)

Writing time: 3.15 pm to 5.15 pm (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

Section	Number of questions	Number of questions to be answered	Number of marks
1 – Part A	1	1	10
– Part B	1	1	10
2 – Part A	1	1	20
– Part B	1	1	15
3	4	1	20
			Total 75

- 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 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 19 pages, including **assessment criteria** on page 19.

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.

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SECTION 1

Part A – Listening and responding in English

Instructions for Section 1 – Part A

Text 1, Question 1 (10 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 **ENGLISH**.

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

TEXT 1 – Answer the following questions in **ENGLISH**.

Responses in the wrong language will not receive credit.

You may make notes in this space.

These notes will **not** be assessed.

Question 1

- a. Complete the following table about the program. 2 marks

How often is the program aired?	
During which century did the dance originate?	

- b. How did this Spanish dance become part of the culture in Argentina, Mexico and the Philippines? 2 marks

- _____
- _____

- c. According to Antonio, what is it that makes this dance so challenging to perform? 2 marks

- d. Name two events at which this art form is performed. 2 marks

- _____
- _____

- e. Explain how the program's title is linked to the purpose of today's radio program. 2 marks

Part B – Listening and responding in Spanish

Instructions for Section 1 – Part B

Text 2, Question 2 (10 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 complete sentences in **SPANISH**.

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

TEXT 2 – Answer the following questions in complete sentences in **SPANISH**.
Responses in the wrong language will not receive credit.

You may make notes in this space.
These notes will **not** be assessed.

Question 2

a. Explain the advantages of this product over others that are similar.

Explica las ventajas de este producto, sobre otros productos similares.

3 marks

b. Explain how the use of this technology impacts health and language learning as mentioned in the advertisement.

Explica cómo el uso de esta tecnología impacta en el aprendizaje de la salud y los idiomas de acuerdo con el anuncio.

2 marks

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- c. What are the incentives for those attending this event?
¿Cuáles son los incentivos para los asistentes al evento?

2 marks

- d. What does a person need to do to secure a place at this event?
¿Qué necesita hacer una persona para reservar un lugar en el evento?

3 marks

You may make notes
in this space.
These notes will **not**
be assessed.

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END OF SECTION 1
TURN OVER

SECTION 2**Part A – Reading, listening and responding in English****Instructions for Section 2 – Part A****Texts 3A and 3B, Question 3 (20 marks)**

You have five minutes to read Text 3A.

At the end of the five minutes, Text 3B, a listening text, will be played. 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.

Answer the questions in **ENGLISH**. Questions may relate to either Text 3A or Text 3B, or to both texts.

All responses **must** be based on the texts.

TEXT 3A**Una Europa Cambiante**

Europa se enfrenta a una serie de problemas entre los cuales están el cambio climático, la desigualdad social, la transición tecnológica y un paisaje político dividido. Adicionalmente, de acuerdo con un análisis encargado por la Comisión de Desarrollo del Parlamento Europeo, los países europeos están atravesando por un proceso de transformación generacional, lo que significa que habrá un mayor porcentaje de personas mayores que de jóvenes. Se proyecta que a mediados del siglo XXI Europa será una sociedad envejecida debido a la baja tasa de natalidad.

Entre las dificultades que esto plantea están el desarrollo socioeconómico y la salud pública. Es decir, la población activa será inferior a la cantidad de personas jubiladas. Asimismo, la escasez de mano de obra afectará el crecimiento económico y el costo de vida. Por otro lado, la salud pública requerirá de más recursos para sostener a los adultos mayores.

Es fundamental que todos los niveles de gobierno, junto con las organizaciones sociales, compartan ideas para alentar a las generaciones mayores a involucrarse activamente con las generaciones más jóvenes. Estas relaciones intergeneracionales pueden ayudar a proporcionar a los ancianos un propósito y a las generaciones más jóvenes apoyo y sabiduría. Este estilo de vida activo puede ayudar en la aparición tardía de enfermedades crónicas y podría ayudar a los ciudadanos mayores a participar activamente en el mercado laboral.

Se deben impulsar programas intergeneracionales para construir sociedades generacionalmente solidarias, donde la edad no se vea como un límite sino como una oportunidad. Tales actividades podrían incluir noches de juegos, clubes de baile y clubes de cocina donde jóvenes y mayores aprendan unos de otros. De esta manera, se cultivarán relaciones de aprendizaje recíproco, lo que incrementará el capital social.

You may make notes in this space for Text 3A and Text 3B. These notes will **not** be assessed.

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Write your responses to Question 3 on the following pages.

SECTION 2 – Part A – continued
TURN OVER

TEXTS 3A and 3B – Answer the following questions in **ENGLISH**.
Responses in the wrong language will not receive credit.

You may make notes
in this space.
These notes will **not**
be assessed.

Question 3

a. According to the report, what are Europe’s current challenges? **6 marks**

- _____
- _____
- _____
- _____
- _____
- _____

b. Explain the consequences of a change in demographics on society in Europe. **2 marks**

c. According to the report, what are the benefits of remaining healthy during the ageing process? **2 marks**

d. Explain how both the younger and older generations will benefit by participating in the initiatives provided by the government and social organisations. **2 marks**

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- e. Provide **two** similarities between Pedro's grandmother and the grandmother in the story.

2 marks

- f. Based on both texts, give examples of intergenerational experiences.

6 marks

Report	Classroom lesson
<ul style="list-style-type: none"> • _____ 	<ul style="list-style-type: none"> • _____
<ul style="list-style-type: none"> • _____ 	<ul style="list-style-type: none"> • _____
<ul style="list-style-type: none"> • _____ 	<ul style="list-style-type: none"> • _____

You may make notes
in this space.

These notes will **not**
be assessed.

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Part B – Reading and responding in Spanish

Instructions for Section 2 – Part B

Text 4, Question 4 (15 marks)

Read the text and then answer the question in approximately 150 words in **SPANISH** on page 12.
Your response **must** be based on the text.

TEXT 4 – Answer the following question in complete sentences in **SPANISH**.
Responses in the wrong language will not receive credit.

Exilio republicano español en México

A comienzos de los años 40, distintos gobiernos mexicanos facilitaron el asilo de miles de españoles que huían de la violencia y persecución que vivía España al final de la Guerra Civil entre el gobierno republicano y las fuerzas nacionalistas.

Sinaí, Ipanema u Orinoco eran los nombres de algunos barcos que hasta 1942 transportaban españoles a México. Las difíciles travesías en el océano Atlántico a menudo duraban seis semanas en condiciones inciertas, con un microcosmos de personas de diversos orígenes. Recuerdos de tiempos difíciles y maletas llenas de esperanza.



El Sinaí llegando a Veracruz el 13 de junio de 1939

Muchos refugiados españoles estaban formados por intelectuales, profesionales, artistas, científicos y también trabajadores del campo, fábricas y talleres. Juntos contribuyeron al desarrollo económico y la expansión social de México y su cultura.

Source (image): Archivo General de la Nación <archivos.gob.mx>

TEXT 4 – continued

En 1949 México contaba con unos 30.000 expatriados españoles, de los cuales el 51% tenía menos de catorce años. Una prioridad de los desterrados fue la atención escolar a los niños del exilio. Por esta razón se crearon centros educativos como el Colegio Madrid o la Academia Hispano-Americana. Muchos de estos niños nunca regresaron a España. La prosperidad de la sociedad mexicana durante los años cuarenta favoreció su integración en México, donde construyeron sus vidas.

Los exiliados siempre se caracterizaron por un profundo respeto y gratitud hacia la solidaridad que México y sus gentes les habían ofrecido.

Question 4

Your high school celebrates World Refugee Day. Using the information from the article, write the script of a speech that you will deliver at the school assembly informing the audience about the experiences of your grandfather, who left Spain to seek asylum in Mexico as a child.

Tu escuela secundaria celebra el Día Mundial de los Refugiados. Usando la información del artículo, escribe un discurso que presentarás ante la asamblea escolar informando a la audiencia sobre las experiencias vividas de tu abuelo, que abandonó España para buscar asilo en México cuando era un niño.

You may make notes in this space. These notes will **not** be assessed.

Write your response to Question 4 on the following pages.

SECTION 3 – Writing in Spanish**Instructions for Section 3****Questions 5–8 (20 marks)**

Answer **one** question in 200–300 words in **SPANISH**.

Responses in the wrong language will not receive credit.

Space is provided on the following page to make notes.

Question 5

You purchase an object at a second-hand shop that turns out to be a pre-Columbian artefact of significant value. You soon realise that there are mysterious collectors who will stop at nothing to obtain the artefact. Write an imaginative story for a teen magazine about what happens next.

Después de comprar un objeto en una tienda de segunda mano, te das cuenta que se trata de un artefacto precolombino de gran valor. Inmediatamente notas que hay coleccionistas misteriosos que no se detendrán ante nada para obtener el artefacto. Escribe un cuento imaginativo para una revista juvenil con el desenlace de la historia.

OR**Question 6**

Lately, your older sister is constantly focused on her studies and nothing else. Write an email persuading your sister to improve the balance between her studies and her personal life.

Últimamente tu hermana mayor está constantemente enfocada en sus estudios y nada más. Escribe un correo electrónico a tu hermana persuadiéndola para que mejore el equilibrio entre sus estudios y su vida personal.

OR**Question 7**

During your trip to Latin America, you enjoyed the delicious food, beautiful scenery and the warmth of the people. However, you also noticed many small communities that lack basic facilities and resources. In your travel blog, write a post on your personal experience observing these communities.

Durante tu viaje a Latinoamérica, disfrutaste de comida deliciosa, preciosos paisajes y la calidez de la gente. Sin embargo, también notaste muchas comunidades pequeñas que carecen de servicios y recursos básicos. En tu blog de viaje, escribe una entrada sobre tu experiencia personal al observar estas comunidades.

OR**Question 8**

You attended a youth function in your city organised by the Hispanic community. Write a formal letter to the organising committee evaluating the success of the event and suggesting improvements for future events.

Has asistido a un evento juvenil organizado por la comunidad hispana en tu ciudad. Escribe una carta formal al comité organizador evaluando el éxito del evento y sugiriendo mejoras para futuros eventos.

You may make notes in this space. These notes will **not** be assessed.

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Write your response on the following pages.

SECTION 3 – continued
TURN OVER

Assessment criteria

Section 1

Part A – Listening and responding in English

- the capacity to understand and convey general and specific aspects of texts

Part B – Listening and responding in Spanish

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

Section 2

Part A – Reading, listening and responding in English

- the capacity to understand and convey general and specific aspects of texts

Part B – Reading and responding in Spanish

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

Section 3 – Writing in Spanish

- the capacity to demonstrate relevance, breadth and depth of content
- the capacity to demonstrate accuracy, range and appropriateness of vocabulary and grammar

