



## Oral Component

### GENERAL COMMENTS

The majority of students demonstrated an understanding of the requirements set out in the Spanish Victorian Certificate of Education Study Design. However, there were some students who had not adequately prepared their topic for the detailed study. Many gave an oral presentation of their overseas experience as an exchange student. It is essential for students and teachers to review the requirements of the Study Design to make sure the proper guidelines are followed.

The oral component of the LOTE examination has two sections:

- the conversation (approximately seven minutes) is about the student's personal world; for example, school and home life, family and friends, interests and aspirations
- the discussion (approximately eight minutes) focuses on aspects of the language and culture of the Spanish speaking world using the student's sub-topic for the detailed study. These sub-topics are selected in conjunction with their teachers and they range across many topics, from issues such as 'the rights of children in the Spanish-speaking world' and 'poverty and children in under-developed Spanish speaking countries' to 'music and other art forms'.

Students with interesting arguments and various points of view showed that they had prepared and researched the topics well.

### SPECIFIC INFORMATION

#### Section 1 – Conversation

Most students were able to maintain a conversation about their personal world. They conversed about their families, school life, hobbies and future plans. Students are advised to prepare a variety of topics related to their personal world. They are expected to demonstrate a good level of communication and the capacity to link with the assessors.

There were some students who conversed appropriately and effectively when open-ended questions were asked. They were capable of discussing issues that came up in the course of the conversation. The capacity to present information, ideas and opinions was generally satisfactory; however, some students showed little preparation for this section.

Many students used accurate vocabulary and grammar; however, some anglicisms were noted and a few students made mistakes conjugating verbs and had difficulty with the subjunctive mood. Other students had problems with subject and verb agreement, which is not expected at this level.

Most students demonstrated clarity of expression and were able to self correct errors. It is important for students to be aware of the correct translation of words such as Biology, in Spanish *Biología*. Preparing for this part of the examination means paying attention to the proper translation of terms used in order to avoid the use of English.

In order to achieve a satisfactory result, the student is expected to be able to engage in conversation and to expand on answers rather than enunciate basic structures; for example, 'my favourite subject is Mathematics, I believe it is relevant to many areas of studies and it will open up a range of careers for me', rather than simply 'I like Maths'.

Most students observed the proper greeting and farewell to the assessors.

#### Section 2 – Discussion

The main focus of this section was to discuss and explore aspects of the detailed study. Students are expected to undertake at least 15 hours of study to ensure the best results. In no more than one minute, students had to indicate the sub-topic chosen, briefly introduce the main focus of their sub-topic and describe the various texts they had studied in detail. It is important that students prepare their detailed study in depth, the details of which are explained in the Study Design, pages 22–23.

Most students demonstrated that they had carefully prepared for this section; however, teachers should ensure that at least three different text types are used as the basis for the detailed study. For instance, an article, a play and a film are



examples of different text types. Careful attention should be paid to the requirements detailed in the Spanish Victorian Certificate of Education Study Design. This part of the oral exam consists of a discussion, not a presentation or speech.

### **Capacity to maintain and advance the exchange appropriately and effectively**

At least 15 hours of class time should be devoted to the detailed study and students are expected to discuss, not retell, the texts studied. There were students who were able to convey ideas and opinions accurately and appropriately. On the other hand, a few students simply narrated the story or the poem in question, without showing any analysis of the text studied.

During the 15 hours devoted to the detailed study, students should analyse at least three different texts, all in Spanish.

Most students were able to discuss the different texts, presenting different points of view and showing they had looked at the texts and analysed them. The ideas and opinions exchanged by the students made for lively discussions. Very few students were unable to engage in a meaningful discussion.

### **Relevance, breadth and depth of information, opinions and ideas**

Many students demonstrated that they had carefully analysed and prepared some ideas and opinions about their sub-topic. Appropriate texts were chosen and students spent their time in class effectively, working on the different issues related to the topic. During the discussion these students expressed their points of view in depth and were able to substantiate their opinions.

While some students showed excellent preparation of the topic, demonstrating their ability to discuss and present relevant information and ideas, other students were unaware of the requirements and were poorly prepared. There were also students who had difficulty in expressing opinions clearly or in presenting supporting evidence for their views.

Overall, the majority of the students displayed a good command of language and adequate preparation of the task.

### **Clarity of expression**

Most students used a good range of vocabulary and grammatical structures. However, some students occasionally used inappropriate style and register. Students are expected to comply with the cultural formalities of the language, such as the use of *usted* when addressing the assessors.

## **Written Component**

### **GENERAL COMMENTS**

Most students understood the requirements and were well prepared for this examination. Part A in Sections 1 and 2 required responses in English, while Part B required responses in Spanish. It is very important to pay attention to this both during reading time and when performing the tasks, as responses in the wrong language receive no credit.

Teachers are encouraged to emphasise the reading and following of instructions on the examination carefully.

Students should be aware of the following:

- if a student makes a minor error in English and yet produces a correct answer, they still gain full marks
- if meaning is not correctly conveyed, marks will be lost
- students should attempt every question, except in Section 3
- no credit will be awarded for notes or drafts, and marks will be awarded only for answers written in the space provided.

### **SPECIFIC INFORMATION**

#### **Section 1 – Listening and responding**

##### **Part A**

In this section, most students managed to answer questions accurately. Students are advised to listen carefully and to take notes during the first and second listening, as this will assist them to complete the answers. Some possible responses are listed below.

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## Text 1

### Question 1

Answering machine/voice mail

### Question 2

To call and leave a message.

### Question 3

Mr Perez is not available because last minute problems have come up.

### Question 4

Next week

## Text 2

### Question 5

Resting, enjoying, visiting friends, doing some work on environment support, studying about the environment.

### Question 6

Helping the environment and giving work to unemployed young people.

### Question 7

They have already:

- recycled glass and bottles
- recycled metals
- recycled plastic.

They need to:

- compost leaves or stop burning leaves in autumn.

### Question 8

- use of first names
- use of *tu*, *y*, and *nos vemos*.

## Text 3

### Question 9

- 23 April
- the seventh reading of Don Quixote/Don Quijote.

### Question 10

A synthesiser:

- converts/translates written texts into voice
- can read passages without human intervention
- recognises texts, numbers, exclamations, dates and pauses
- has good voice quality/the quality of voice is very close to a human voice.

## Part B

### Criterion 1: Capacity to understand general and specific aspects of texts

#### Question 11

Most of the students identified the following four improvements:

- opening of kindergarten facilities
- advisory services
- cheaper food
- exchange programs.

#### Question 12

Students should manage:

- sports associations

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- the students' advisory services
- any other activities they feel comfortable with.

## Question 13

A scholarship for young people who are interested in space.

## Question 14

Students needed to include a salutation, who the message was from, and a farewell. They should also have used informal language. The qualities required were:

- interest in science
- sense of adventure
- computer literacy
- good team worker
- good sense of orientation
- sense of humour
- good academic record.

## Criterion 2: Capacity to convey information accurately and appropriately

Students' responses were generally well-sequenced, of the correct format and style, and largely accurate. Where they occurred, errors were slips rather than basic mistakes.

## Section 2 – Reading and responding

### Part A

#### Text 6

#### Question 15

Students were expected to include the following information in their answer:

- between 1995 and 2000 approximately 6000 Argentines left each year
- due to the economic crisis, more than 250 000 people left the country
- the trend to leave Argentina has been reverted and more people are returning now
- there has been strong economic and social recovery since 2003
- 600 000 Argentines are living abroad.

#### Question 16

- official statistics
- Department of Foreign Affairs estimations.

#### Question 17

- abundant natural resources
- enough/a variety of industries
- great human resources.

#### Question 18

*Los argentinos, simplemente queremos vivir aca.*

#### Text 7

#### Question 19

- demographic trends
- new technologies
- international communications.

#### Question 20

Students were expected to list any four of the following reasons why it is important to speak Spanish today:

- six per cent of the world's population will speak Spanish by 2050
- it will supersede English
- it is becoming more important in Australia which will mean more jobs for Spanish teachers
- Spanish is the second language in the USA and Brazil

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- Spain's important role in the world economic scene
- the development of Spain as a world economy has resulted in the proliferation of Spanish language speakers worldwide.

## Question 21

Two of:

- Arabic
- Hindi
- Urdu
- Mandarin.

## Part B

### Text 8

#### Question 22

For this task students needed to write between 150 and 200 words in Spanish. They had to understand the concept of a journal entry and the proper language style of this text. The journal entry should have made reference to the price of the flight and places visited, including one or more of the following: food market, Machu Picchu and the *camino del Inca*. The journal entry should also have included the date, distinct paragraphs, mentioned enjoyment and made appropriate use of rhetorical questions. The journal entry should have included the use of preterite and imperfect tenses in order to receive high marks.

Students' answers were generally well sequenced, had the correct format and style, and were largely accurate; errors were usually due to carelessness.

## Section 3 – Writing in Spanish

Most students satisfied the requirements of this task. They produced a well constructed, balanced piece of writing, with clear ideas that addressed the audience appropriately. However, some students lacked the ability to structure the piece, or were not aware of the requirements for different writing styles. More practice in reading and analysing text types is needed during the academic year. Furthermore, as part of the course work it is essential to learn the process of writing in different styles. The poor use of linking words, inappropriate tenses and poor vocabulary can be overcome with more effort.

Questions 23 and 26 (the imaginative and informative text types) were the most popular choices.

### Question 23

Students were asked to write an imaginative story about the adventures of a pair of magic slippers.

#### Relevance, breadth and depth of content

Most students succeeded in the use of clear paragraphs, and some of the pieces were of outstanding quality.

#### Appropriateness of structures and sequences

An imaginary piece of writing should include:

- an introduction to set the scene
- a body where the plot of the story is presented
- a resolution for the story
- a conclusion.

#### Accuracy, range and appropriateness of vocabulary and grammar

Assessors were looking for a clear sequence of ideas, well-organised content, the accurate use of the past tense and imperfect tense, and the correct use of adjectives and linking words.

### Question 24

Students were asked to produce an evaluative piece of writing. They had to look at the advantages and disadvantages of over-using technology such as computers, mobile phones and watching TV.

#### Relevance, breadth and depth of content

A strong piece of writing covered the advantages and disadvantages of modern electronic gadgets with full and thoughtful explanations for both.

#### Appropriateness of structure and sequence

The piece should have had a clear beginning, middle and end, correct layout for the text type, ideas that were well organised in paragraphs and good links between ideas within paragraphs.



**Accuracy, range and appropriateness of vocabulary and grammar**

Students were expected to show a good range of vocabulary and structures, and language that was appropriate to the audience, purpose and context. Again, students need to use the verb tenses appropriately. In order to improve writing, more reading in Spanish is strongly recommended

**Question 25**

Students had to write a persuasive formal letter to the school council regarding the canteen policy.

**Relevance, breadth and depth of content**

The letter should have specified the current deficiencies in the school canteen, such as unhealthy food and lack of variety, and suggested possible improvements in services and products. The layout of a formal letter was expected. Most students performed well in this section.

**Appropriateness of structure and sequence**

Responses needed a clear beginning, middle and end, the correct layout for the text type, ideas that were well organised in paragraphs, and good links between ideas within paragraphs.

**Accuracy, range and appropriateness of vocabulary and grammar**

A good range of vocabulary and structures, and the correct use of tenses and link words were expected. In general, this task was satisfactorily completed.

**Question 26**

Students were asked to write an informative report for a magazine outlining the benefits of taking part in a student exchange program. This was a popular choice, particularly for those who had undertaken an exchange in a Spanish speaking country.

**Relevance, breadth and depth of content**

Students were expected to specify in some detail a number of benefits of taking part in an exchange program. Most students demonstrated a capacity to express their opinions and ideas, although some had a tendency to repeat the content in multiple paragraphs.

**Appropriateness of structure and sequence**

The piece should have had a clear beginning, middle and end, the correct layout for the text type, ideas that were well organised in paragraphs, and good links between ideas within paragraphs.

**Accuracy, range and appropriateness of vocabulary and grammar**

The correct use of tenses, appropriate addressing of the audience, and purpose and context were expected.