



**Victorian Certificate of Education  
2007**

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

**STUDENT NUMBER**

Letter

Figures  
Words


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**SPANISH  
Written examination**

**Monday 19 November 2007**

**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**

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>	<i>Suggested times (minutes)</i>
1 – Part A	7	7	15	30
– Part B	3	3	15	
2 – Part A	9	9	20	40
– Part B	3	3	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 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 white out liquid/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.

**At the end of the examination**

- Hand in this question and answer book at the end of the examination.

**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 – Listening and responding****Instructions for Section 1 – Part A****Texts 1 and 2, Questions 1–7**

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.

**Question 1**

What is the relationship between the two speakers?

\_\_\_\_\_ 1 mark

**Question 2**

Whose celebration is being organised and where is it being held?

- \_\_\_\_\_
- \_\_\_\_\_

2 marks

**Question 3**

List three chores requested in the phone message.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3 marks

You may make notes  
in this space.

**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 4**

What is the title of Alejandro Rey's CD?

\_\_\_\_\_

1 mark

**Question 5**

How does the title of Alejandro Rey's CD reflect his life experiences?

\_\_\_\_\_  
\_\_\_\_\_

2 marks

**Question 6**

Besides music, what other issues concern Alejandro Rey?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3 marks

**Question 7**

What prevents Alejandro Rey from conquering other audiences?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3 marks

Total 15 marks

### Instructions for Section 1 – Part B

#### Text 3, Questions 8–10

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 **SPANISH**.

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

**TEXT 3** – Answer the following questions in **SPANISH**.

Responses in the wrong language will receive no credit.

You may make notes  
in this space.

#### Question 8

What was the reason for Alicia's trip to Honduras?

¿Cuál fue el motivo del viaje de Alicia a Honduras?

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#### Question 9

Explain why Alicia enjoyed her stay in Honduras so much.

Explica por qué Alicia disfrutó tanto de su estadía en Honduras.

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#### Question 10

After listening to Alicia's experiences in Honduras, what is Carlos thinking of doing?

Después de haber escuchado las experiencias de Alicia en Honduras, ¿Qué está pensando hacer Carlos?

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Total 15 marks

**SECTION 2 – Reading and responding****Instructions for Section 2 – Part A****Text 4, Questions 11–19**

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.

### Revelación

El horóscopo era desconcertante. Si Ernesto ‘Che’ Guevara había nacido el 14 de junio de 1928 como constaba en su certificado de nacimiento, era un geminiano, un sujeto más bien mediocre. La astróloga, amiga de la madre del Che, revisó sus cálculos pero no encontró ningún error. Se trataba de una personalidad mediocre, sumisa, que había llevado una vida sosegada. Entonces, una de dos: o tenía razón o era una astróloga incompetente.

Al ver ese horóscopo, la madre del Che rió. Entonces reveló un secreto que había guardado durante tres décadas. Su hijo había nacido un mes antes, el 14 de mayo. No era de Géminis sino de Tauro: una personalidad audaz y obstinada.

Explicó que la mentira había sido necesaria porque el día de su boda con el padre del Che estaba embarazada de tres meses. Inmediatamente después de la boda, la pareja se alejó de Buenos Aires hacia la remota selva de Misiones. Allí, mientras su esposo se instalaba como dueño de una plantación de yerba mate, ella vivió su embarazo lejos de los ojos escrutadores de la sociedad porteña. Antes del alumbramiento, viajaron a la ciudad de Rosario. Allí dio a luz y un médico amigo falsificó la fecha del certificado de nacimiento: la atrasó un mes para proteger a la pareja del escándalo.

Cuando el bebé cumplió un mes, avisaron a sus familias. Dijeron que no llegaron a tiempo y el bebé había nacido en Rosario. Si los familiares sospecharon de la fecha, la aceptaron discretamente, y durante años nadie la puso en tela de juicio.

Si ese niño no hubiera llegado a ser célebre, los padres podrían haberse llevado el secreto a la tumba. Parece apropiado que Guevara, quien dedicó la mayor parte de su vida a las actividades clandestinas y murió a causa de una conspiración secreta, iniciara su vida con un misterio.

**Question 11**

What is the date of birth of 'Che' Guevara and where was he born?

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2 marks

**Question 12**

Describe Ernesto's personality. Did it coincide with his zodiac sign?

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3 marks

**Question 13**

Explain why the astrologer had to revise her calculations.

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2 marks

**Question 14**

Why did Ernesto's parents have to move to Misiones after their wedding?

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2 marks

**Question 15**

What was Ernesto's father's occupation while living in Misiones?

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1 mark

**Question 16**

Based on the text, what can you conclude about the Buenos Aires society in those days?

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3 marks

You may make notes  
in this space.

**Question 17**

Who assisted the couple in avoiding a scandal? In what way?

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2 marks

**Question 18**

Explain the meaning of the expression ‘puso en tela de juicio’ as used in the text.

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2 marks

**Question 19**

Name three secrets that took place in Ernesto’s life from his birth to his death according to this text.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3 marks

Total 20 marks

You may make notes  
in this space.



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**Instructions for Section 2 – Part B****Text 5, Questions 20–22**

Read the text and then answer the questions in **SPANISH**.

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

**TEXT 5** – Answer the following questions in **SPANISH**.

Responses in the wrong language will receive no credit.

**Sección Educación**

Por primera vez los niños bolivianos aprenderán a leer y a escribir en sus lenguas nativas y en español. Estamos rescatando nuestra cultura para que nuestros niños no la olviden. Comprendo a los padres que temen que sus niños se pierdan en la cultura hispana que predomina en las ciudades, pero también hay que preservar lo nuestro.

En Bolivia el español se identifica con desarrollo económico y poder, en cambio las lenguas indígenas se relacionan con una vida más tradicional. Muchos nos preguntamos cuál es nuestra identidad, esto es un dilema. Hay padres que no permiten a sus niños que hablen en su lengua nativa, pero cuando viven en la ciudad sucede lo contrario.

En el futuro todos los libros bolivianos incluirán el texto en español y en lengua nativa, reconociendo así el valor de ambas culturas, esta es la meta.

You may make notes  
in this space.

**Question 20**

What is the aim of the children learning both languages?

¿Cuál es el propósito de que los niños aprendan ambas lenguas?

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**Question 21**

According to the text, what dilemma do some Bolivian parents face?

Según el texto, ¿Qué dilema se les presenta a algunos padres bolivianos?

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**Question 22**

What is the goal for the future and what will be achieved as a result?

¿Cuál es la meta para el futuro y qué se logrará como resultado?

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Total 10 marks

You may make notes  
in this space.

**SECTION 3 – Writing in Spanish****Instructions for Section 3**

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 23**

You have not been able to embark on your trip for a month due to a transport strike. Write a persuasive letter to the director of the company demanding compensation for the problems caused by the delay.

Desde hace un mes que no puedes viajar porque hay una huelga de transportes. Escribe una carta persuasiva en la que exiges compensación por los problemas que ha creado el retraso.

**OR**

**Question 24**

You are a student representative who knows a great deal about IT. The principal of your school has asked you to write an article in the student newsletter evaluating the advantages and disadvantages of the use of computers in the classroom.

Eres un representante estudiantil que sabe mucho sobre informática, el director de tu escuela te ha pedido que escribas un artículo para la revista de estudiantes evaluando las ventajas y desventajas del uso de computadores en la sala de clase.

**OR**

**Question 25**

You are a Year 11 or 12 student who has to write a welcoming speech to the new Year 7 students. Include in your speech information on the extra-curricular activities offered by your school. Name and describe at least three.

Eres un estudiante de año 11 ó 12 y tienes que escribir un discurso de bienvenida para los alumnos nuevos de año 7. Incluye en tu discurso información sobre las actividades extra-curriculares que ofrece tu escuela. Nombra y describe por lo menos tres.

**OR**

**Question 26**

You are on holidays with your family and while walking on the beach you come across a mysterious map. That night you dream about an adventure involving the map. Write an imaginative short story for the student newsletter of your school.

Estás de vacaciones con tu familia y mientras caminas por la playa te encuentras con un mapa misterioso. Esa noche sueñas con una aventura donde aparece el mapa. Relata este cuento imaginativo, para la revista de tu escuela.

**OR**

**Question 27**

You are stranded with your travelling companion in a mountain refuge. While you wait for the snow storm to end, you begin to retell him/her about an unforgettable experience. Write a personal account of this experience.

Estás atrapada/o con tu compañera/o de viaje, en una cabaña en la montaña. Mientras esperan que pase la tormenta de nieve empiezas a contarle acerca de una experiencia inolvidable. Escribe un relato personal de esa experiencia.

Total 15 marks

**SECTION 3 – continued**

[www.theallpapers.com](http://www.theallpapers.com)

You may make notes in this space.

Write your response on the following pages.









## **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