



# Victorian Certificate of Education 2012

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

## STUDENT NUMBER

Letter

Figures

Words


# SPANISH

## Written examination

Monday 19 November 2012

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	Suggested times (minutes)
1 – Part A	2	2	15	30
– Part B	1	1	15	
2 – Part A	1	1	20	40
– Part B	1	1	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 and/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 18 pages, including **Assessment criteria** on page 18.

### 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.**

**SECTION 1 – Listening and responding**

**Instructions for Section 1 – Part A**

**Texts 1 and 2, Questions 1 and 2**

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**

a. List **two** main incentives for joining these courses.

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2 marks

b. What are the benefits of joining the first course?

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2 marks

c. What is the second course about?

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1 mark

d. How and until when can one register for these courses?

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2 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 2**

a. How does Marta know that Pablo works as a car salesman?

\_\_\_\_\_  
\_\_\_\_\_  
2 marks

b. Why does Marta want to buy a small, economical car?

• \_\_\_\_\_  
• \_\_\_\_\_  
2 marks

c. What evidence is there that Marta is willing to try new things?

\_\_\_\_\_  
\_\_\_\_\_  
2 marks

d. When does Pablo first become doubtful about Pepe’s identity?

\_\_\_\_\_  
\_\_\_\_\_  
2 marks

Total 15 marks

**Instructions for Section 1 – Part B**

**Text 3, Question 3**

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 full sentences in **SPANISH**.

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

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

Responses in the wrong language will receive no credit.

You may make notes in this space.

**Question 3**

**a.** What perception does Leoncio have about these animals?

¿Qué percepción tiene Leoncio acerca de estos animales?

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**b.** Based on what you have heard, describe Leoncio’s personality.

Basándote en lo que has escuchado, describe la personalidad de Leoncio.

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**c.** After listening to the interview, are you persuaded to pursue this line of work? Give reasons to support your answer.

Después de escuchar esta entrevista, ¿te sientes persuadido a buscar este tipo de trabajo? Explica las razones que apoyan tu respuesta.

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Total 15 marks

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**SECTION 2 – Reading and responding****Instructions for Section 2 – Part A****Text 4, Question 4**

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.

Un proyecto socioeconómico rescata de la indigencia a grupos de indígenas colombianos. Es una alianza público-privada del Programa de las Naciones Unidas para el Desarrollo, el gobierno colombiano, algunas empresas privadas y la Mesa Indígena, organización de indígenas en situación de desplazamiento en Bogotá.

A raíz del conflicto armado en Colombia, indígenas de 19 etnias fueron desplazados de sus territorios ancestrales y viven en condiciones de extrema pobreza.

Para lanzar este proyecto, sesenta familias indígenas colombianas celebraron el Día de los Pueblos Indígenas vendiendo sus artesanías en Bogotá. Las empresas privadas proveyeron vitrinas para la exhibición, compra de materiales y alimentos. Previamente, la mayoría recibió formación en técnicas de venta y marketing para comercializar sus productos en hoteles y centros comerciales de Bogotá.

Según señala Evelio Rodríguez, un líder indígena, es una opción de vida que les permite vivir de sus conocimientos, del trabajo de sus manos y, sobre todo, en condiciones de dignidad, gracias a una sabiduría que se transmite de padres a hijos y es su mayor legado ancestral.

Adaptado de *Programa de las Naciones Unidas para el Desarrollo*

**Question 4**

- a. Complete the following table based on the information from the text.

Who worked together to devise this project?	Where are the products sold?	What products are sold?	What special day is celebrated?
• _____			
• _____			
• _____			
• _____			

4 marks

- b. How has armed conflict affected various indigenous groups in Colombia?

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2 marks

- c. Are there advantages in having a range of groups working on this socioeconomic project? Justify your answer with evidence from the text.

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3 marks

- d. What previous training was offered to those who benefited from the project? What was the purpose of this training?

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3 marks

- e. How did the participating private companies work together on the project?

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2 marks

You may make notes  
in this space.

**f.** What are the benefits of the project for the indigenous communities?

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3 marks

**g.** According to Mr Rodriguez, what is the most valuable legacy for the indigenous people?

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1 mark

**h.** Give a relevant title to this article. Justify your choice.

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2 marks

Total 20 marks

You may make notes  
in this space.

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**Instructions for Section 2 – Part B**

**Text 5, Question 5**

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

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

**TEXT 5** – Answer the following questions in full sentences in **SPANISH**.  
Responses in the wrong language will receive no credit.

You may make notes  
in this space.

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Gabriel García Márquez, *Los Problemas del Mundo*

<http://cuentosqueyocuento.blogspot.com.au/2007/10/arreglar-el-mundo.html>

**Question 5**

- a. What is the author trying to say with the phrase 'su hijo de seis años invadió su santuario'?

¿Qué intenta transmitir el autor con la frase 'su hijo de seis años invadió su santuario'?

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- b. In your own words, explain what the scientist thinks about the capacity of his child to complete this task.

Con tus propias palabras, explica qué piensa el científico sobre la habilidad mental de su hijo para completar esta tarea.

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- c. What messages can we take from this story? Use the text to support your response.

¿Cuáles son los mensajes que nos deja este cuento? Utiliza el texto para justificar tu respuesta.

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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 page 14 to make notes.

**Question 6**

Today you had a long chat with one of your grandparents. You spoke about what your grandparent enjoyed doing as a youth. You realised how much you both have in common. Write in your personal diary a reflective piece about how much you discovered about your grandparent and also about the qualities you share with him or her.

Hoy tuviste una larga charla con uno de tus abuelos. Conversaron sobre lo que a él/ella le gustaba hacer en su juventud. Te diste cuenta de cuántas cosas tienen en común. Escribe en tu diario personal una reflexión sobre cuánto descubriste acerca de tu abuelo/abuela y también cuáles son las cualidades que tienes en común con él o ella.

**OR**

**Question 7**

This week it is your turn to contribute to the Spanish-class website, which has been set up to review popular Hispanic customs and traditions. This week's topic is the 'after-dinner discussion'. Write your evaluative text, including **three** advantages and **three** disadvantages of this tradition.

Esta semana te toca contribuir a la página en la red de tu clase de español, la cual ha sido establecida para hacer reseñas de costumbres y tradiciones populares hispanicas. El tema de esta semana es la "sobremesa". Escribe tu texto evaluativo incluyendo **tres** ventajas y **tres** desventajas de esta tradición.

**OR**

**Question 8**

Your school principal has chosen you to give the welcoming address to a delegation of students from Guatemala. Write an informative speech in which you inform them about the program of activities that has been prepared for them during their stay. Mention at least **five** activities and the aims of each.

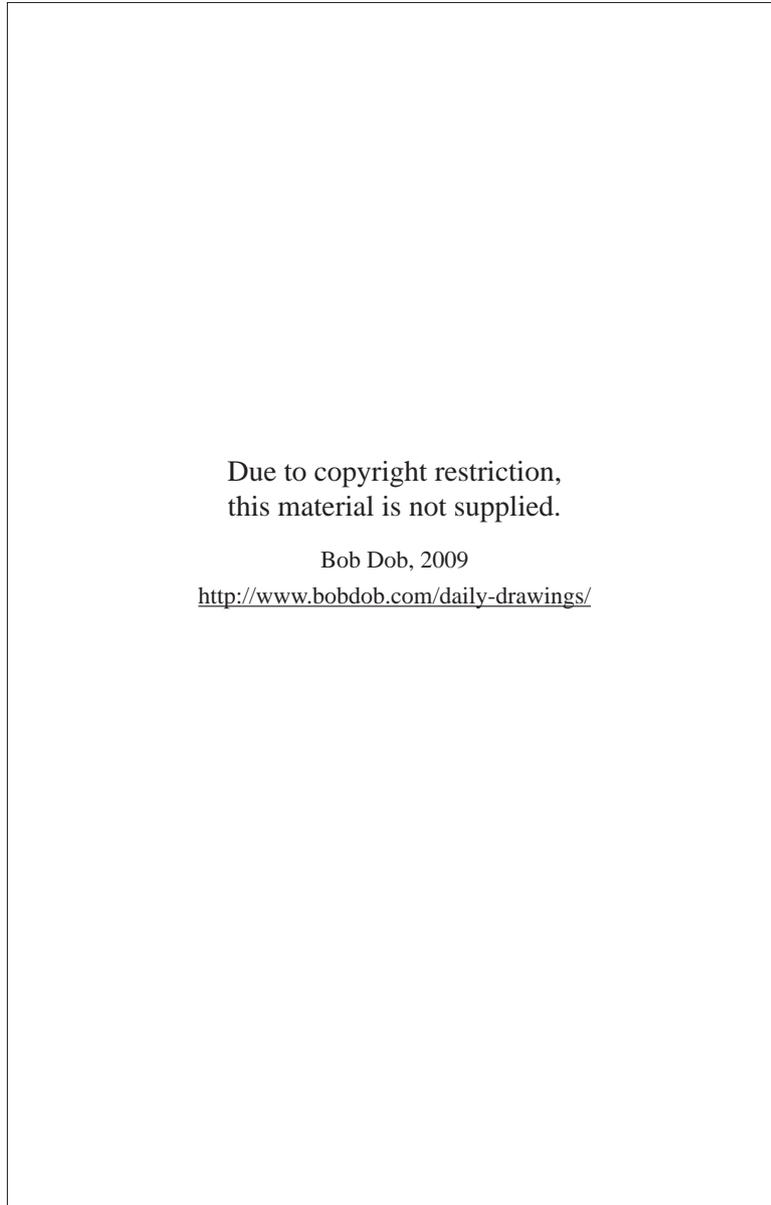
El director de tu escuela te ha elegido para dar el discurso de bienvenida a una delegación de alumnos guatemaltecos. Escribe un discurso informativo en el cual les informarás sobre el programa de actividades que se les ha preparado para la estadía. Menciona por lo menos **cinco** actividades y sus objetivos.

**OR**

**Question 9**

Use the drawing to inspire you to write an imaginative story that you will submit to your school's annual short-story competition.

Utiliza el dibujo para inspirarte a escribir un cuento imaginativo que entregarás para el concurso anual de cuentos de tu escuela.



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**OR**

**Question 10**

A friend who lives in Bolivia has told you that an orphanage in that country is looking for volunteers. You have the time and are very interested in this type of work. Write a formal letter to the authority of the orphanage to persuade them to accept you, showing that you are the ideal person for this job. Mention at least **five** qualities that you consider relevant to this type of work.

Una amiga que vive en Bolivia te ha comentado que un orfanato en este país está buscando voluntarios. Tú dispones del tiempo y te interesa mucho este trabajo. Escribe una carta formal a las autoridades del orfanato persuadiéndolos a que te acepten, demostrándoles que eres la persona ideal para este trabajo. Menciona por lo menos **cinco** cualidades que tu consideras relevantes para este tipo de trabajo.

Total 15 marks

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