



Oral Component

GENERAL COMMENTS

The oral component of the LOTE examination consists of two sections. The Conversation (approximately seven minutes) is about the student's personal world; for example, school and home life, family and friends, and interests and aspirations.

The second section, the Discussion (approximately eight minutes), focuses on aspects of the language and culture of the Spanish-speaking world. During the course of the year students must spend 15 hours of their class time analysing and discussing a range of texts. The topics and sub-topics are selected in conjunction with their teachers according to the *Spanish VCE Study Design*. This Detailed Study could refer to a number of issues, such as 'children's rights in the Spanish-speaking world', 'music and other art forms' (such as films as texts) or 'marriage and family life'.

The majority of students demonstrated an understanding of the requirements of the examination.

SPECIFIC INFORMATION

Section 1 – Conversation

Most students were able to speak about their families, school life, hobbies and future plans. They conversed fluently, discussing and making comments on issues that came up in the course of the Conversation. They presented ideas, information and opinions while maintaining the flow of the communication. However, a few students showed that they were not well-prepared for this task. Even though the topics are closely related to the student's own life, this section does require a degree of preparation and effort. For example, if the student mentions the subjects they studied at school, he or she should elaborate on why those subjects were chosen, what aspects are more relevant to further studies or aspirations, and so on.

In order to be able to talk about a range of topics, students should prepare a variety of topics related to their personal world. It is recommended that they practise this activity in class with teachers and other students. Students are required to advance the conversation and link with the assessors. In order to demonstrate their ability to meet the criteria, students should expand the conversation with comments and descriptions rather than, for example, just giving the number of people in their family. Assessors will often prompt the student with phrases such as 'Could you elaborate on...', 'Tell us...', or 'Comment on...' so that students realise that the ability to **communicate** with appropriate **content** and the correct use of **language** should be demonstrated in this section.

It must be taken into account that this part of the exam is a casual conversation, not an exposition. Students will be challenged by various questions based on the prescribed topics; for example, 'What is your favourite subject?', 'Why do you like it?' and 'What do you normally do with your close family members?'

Many students used accurate vocabulary and grammatical structures; however, some English interference was noted, and a few students could not conjugate verbs properly, particularly when the subjunctive mood was required. It is advisable to study **verbs**, **moods** and **tenses** during the academic year. Some students had problems with subject and verb agreement, which is not expected at this level. Despite this, most students who were not of Spanish origin demonstrated a good knowledge of Spanish verbs and tenses.

Most students observed the appropriate greeting conventions when interacting with the assessors.

Section 2 – Discussion

The main focus of this section is to discuss and explore aspects studied during the 15 hours spent on the Detailed Study. At the beginning of this section students have one minute to indicate to assessors the sub-topic chosen. The students they should briefly introduce the main focus of their sub-topic and the various texts they have studied in detail (for example, articles, poems, plays or films).

Teachers should ensure that the students use at least three different text types, and careful attention should be paid to the requirements detailed in the *Spanish VCE Study Design*. This part of the examination consists of a discussion, therefore



it is important to remind students that they must be prepared to express ideas and opinions about the texts analysed, not simply retell the content.

Capacity to maintain and advance the exchange appropriately and effectively

Students must ensure that they comment on their sub-topic rather than simply recite, for example, the film or the poem studied. This may involve, for example, explaining how the issues in the film portrayed the topic they are discussing. The assessors do not want to learn the story; they are interested in the student's opinions and ideas about the texts studied.

Many students discussed their texts in detail, presented various points of view and demonstrated that they had analysed the texts in depth. The students' ideas and opinions often made the discussions interesting and fruitful.

Relevance, breadth and depth of information, opinions and ideas

Many students had chosen interesting texts. They expressed their points of view in depth and were able to support their opinions with evidence from the texts studied. Some students had prepared their topic very well and discussed and presented relevant information and ideas. However, other students were poorly prepared and simply retold the story of the film or the novel. They were not able to discuss the texts in depth, present opinions or present analytical arguments.

A number of students discussed the film 'Motorcycle Diaries'. This text is very rich and appropriate to study; however, there was little reference to the narrative voice in the film or to the readings of some of Ernesto Guevara's poems. The film is autobiographical; Guevara's travel partner is still alive and appears at the end of the film. Furthermore, there is a lot to be said about the lives of ordinary Latin-American people and how realistically they are portrayed in the film.

Students should watch the film more than once and analyse the various aspects presented in the story, such as the workers' conditions, their languages, their lives, hopes and sorrow. Perhaps students should consider whether it is possible to carry on such a journey under the present conditions in Latin America.

Overall, the majority of the students demonstrated that they had spent time and effort preparing for this task and they achieved good results.

Clarity of expression

Most students used a good range of vocabulary and grammatical structures. However, some students occasionally used an 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 of the written examination and were well prepared. Some sections of the paper required a response in English and others in Spanish. It is very important for students to answer in the correct language, as responses in the wrong language are considered incorrect and are not awarded marks. Students should read the tasks, follow instructions carefully and make use of the space for taking notes.

Teachers should make the students aware of the following:

- if a student makes a minor error in English yet produces a correct answer, full marks will be given
- the meaning of the response should be conveyed accurately for marks to be awarded
- students should attempt all questions
- responses in the wrong language will receive no credit
- students should comply with the word limit given
- in Section 3, students must respond to the question set or no marks will be awarded
- no credit will be given for notes or drafts
- marks will be awarded only for answers given in the space provided
- not all questions based on a text are factual; some are higher-order questions and require analysis, so that students can demonstrate that the text was understood.



Section 1 – Listening and responding

Part A

In this section most students answered the questions correctly. Students are advised to listen carefully and to take notes during the first and second readings, as this will assist them in completing their answers.

Text 1

The first text was an airport announcement regarding the Barcelona flight cancellation of a hypothetical airline company. The passengers are given alternative arrangements to get to their destination. This text was fairly simple and the appropriate answers could be obtained by careful listening to the text.

Question 1

Families with young children. (They will be flying with another airline; therefore, they will arrive in Barcelona earlier than the rest of the passengers).

The information in brackets was not expected to be included – it is provided for the purpose of clarification only.

Question 2

To announce a temporary flight cancellation and to give the affected travellers alternative transport options, including accommodation arrangements.

Question 3

- autobus
- travel by plane the following day after spending the night in a discounted hotel
- Aerolineas Madrid (families with young children)

Text 2

The second text consisted of a radio program discussing the introduction of a new law to restrict smoking.

Question 4

The introduction of a new law regarding smoking areas and restrictions.

Question 5

Marta:

- worked in a cyber café for four years
- was a passive smoker
- needs a lung transplant
- is claiming compensation for her ill health.

Question 6

The new tobacco law restricts the areas where people can smoke. These are their private homes, the streets, dancing places for people over 18, bars and coffee shops bigger than 100 square metres and shopping centres with purification and ventilation systems.

Part B

Text 3

Question 7

It has been a difficult experience, but a positive one. She misses her family a lot but she admits that she is learning a lot.

Question 8

He doesn't like the cold weather, but he is getting used to it. He also admits that it is a great learning experience and he is becoming a more tolerant person.

Question 9

Living together has been a challenge; however, they are happy. Diego eats meat and Cristina doesn't; Diego loves going out and Cristina prefers relaxing at home. So, they have come to a compromise. They eat vegetarian from Monday to Friday and they go out on weekends, so Diego can enjoy his meat.



Most students were able to respond to the questions on this text appropriately. The dialogue was simple and the questions were mostly factual.

Section 2 – Reading and responding

Part A

Text 4

Question 10

They can call anyone a friend. When they mean to express the idea of a true friend, they need to use an adjective such as real, special or good.

Question 11

Noise is compared to paella, the typical Spanish dish.

Question 12

They are louder and they act confidently even though they have no certainty.

Question 13

They have energy to spare, except when working.

Question 14

Because they think that life is too exciting and to sleep is like dying a little.

Question 15

There is a pluralist Spain, the towns have recovered their traditions and customs and the society is acquiring linguistic contrasts and gastronomic variety.

Question 16

Immigrants bring their hope of a new future, who they are and what they know. They also bring a variety of colours and sounds to the streets.

Question 17

To transform the possible conflict into respectful interaction.

Part B

Text 5

Question 18

To describe the continuous change around him. The inevitability of change with the passing of time is used to illustrate the poem.

Question 19

Because of all of this inevitable change; his personal transformation is part of that process.

Question 20

The love for the homeland and its people. The remembrance of the suffering of the poet's people will always be present despite the distance/passing of time.

Section 3 – Writing in Spanish

In preparing for this section, students are encouraged to practise different styles of writing (informative, persuasive, evaluative, personal and imaginative) and the conventions that correspond to each text type. Students would benefit from practising the different writing styles and spending more time paying attention to verbs and tenses.

Question 21

Students were asked to write a persuasive article convincing the school community about the irrelevance of homework for Year 9 and 10 students.



- Relevance, breadth and depth of content

Most students produced a number of arguments against the practice of giving homework at these levels. They demonstrated the capacity to present information and ideas with reasons, examples and evidence.

- Appropriateness of structures and sequence

Students were expected to use a logical structure including an introduction, well-developed body and good sequencing of ideas, and a logical conclusion. Most students did very well on this criterion.

- Accuracy, range and appropriateness of vocabulary and grammar

Students were expected to use the appropriate verb tenses and conjugate them correctly. The most common error occurred when using the imperfect tense: the endings of structures such as *estaba* and *cantaba* should be written with a 'b', but the *aba* ending was often written with a 'v' instead. Students should spend some time practising the imperfect past tense, which is commonly used when talking about past experiences.

Another common mistake was a lack of gender and number agreement. Students should bear in mind that, in Spanish, gender and number agreement apply to the article, the noun and the adjective. For example, *la silla nueva*, *los libros antiguos*, *el muchacho estudioso* and *la chica estudiosa*.

Question 22

Students were asked to write an imaginative story for a children's magazine about an astronaut who accidentally got lost in space. This was not the most popular question.

- Relevance, breadth and depth of content

The task required the speaker to address an audience, using an appropriate opening to engage the readers. Some writing pieces lacked relevance and depth of content.

- Appropriateness of structures and sequence

Well-organised content with a clear beginning, middle and end was needed. Ideally, a concluding statement was expected and also an acknowledgement of the readers' interest in the story.

- Accuracy, range and appropriateness of vocabulary and grammar

Students were expected to write using the present tense, linking words and adjectives. Students should spend more time practising the conjugation of verbs, particularly irregular ones, during the academic year.

Question 23

Students were asked to write an evaluative review about the advantages and disadvantages that the Olympic Games may have for a host country.

- Relevance, breadth and depth of content

Students needed to substantiate their arguments for and against with clear statements. They had to develop clear arguments for and against the Olympic Games.

- Appropriateness of structures and sequence

Students were expected to include a clear introduction, well-developed paragraphs and a conclusion that reinforced the intent of their analysis.

- Accuracy, range and appropriateness of vocabulary and grammar

Students are expected to use linking words such as *entonces*, *por lo tanto*, *de manera que*, *por eso*, *tambien* and *y ademas*.

Question 24

Students were asked to write a report to inform the community about ways to raise community awareness of local environmental issues.

- Relevance, breadth and depth of content

Students were expected to write an informative piece with the main aspects of the current environmental issues that can create community awareness.

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- Appropriateness of structures and sequence

Responses that scored well had a clear beginning, middle and end and good links between the issues. These students also included a concluding statement.

- Accuracy, range and appropriateness of vocabulary and grammar

Students were expected to write using the past tense, adjectives, and connectives to make the exposition clear. They also needed to use appropriate vocabulary according to the topic and the readers' concerns.

Question 25

Students were asked to write a journal entry of a past experience which had a profound influence on their life.

This was the most popular topic and students produced many excellent pieces of writing. Students observed paragraphing conventions and included a conclusion.

Perhaps students were comfortable and willing to write about their life experiences. It was very pleasing to read such fine pieces of writing.