



Oral Component

GENERAL COMMENTS

The oral component of the LOTE examination consists of two sections:

- section 1 – Conversation (approximately seven minutes) is about the student's personal world; for example, school and home life, family and friends, interests and aspirations
- section 2 – 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' 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 converse about their families, school life, hobbies and future plans. In order to demonstrate their ability to meet the set criteria, students should expand the conversation with comments and descriptions, rather than, for example, just giving the number of people in their family. Students are advised to prepare a variety of topics related to their personal world. Students are required to advance the conversation and link with the assessors.

Assessors will usually say things along the lines of, 'could you elaborate...', '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.

Many students were able to converse fluently, discussing and making comments on issues that came up in the course of the conversation. They presented ideas, information and opinions as well as maintaining the flow of the communication. However, some students showed little preparation for this task. Even though the topics are closely related to the student's 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, etc.

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 proper greeting conventions when interacting with the assessors.

Discussion

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

Teachers should ensure that the students use at least three 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

It is important to mention that students do not need to recite the film or the poem, but rather they should comment on their sub-topic; for example, 'how did the issues in the film portray 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 showed an ability to discuss and present relevant information and ideas. However, other students were poorly prepared and just 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.

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 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

Generally, most students understood the requirements of this task 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 stick to the word limit given
- in Section 3, if a student answers a completely different question from those set, no marks will be awarded
- no credit will be given for notes or drafts
- marks will be awarded only for answers in the space provided
- not all questions based on a text are factual; some require analysis and students should elaborate on their answers to show 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 reading, as this will assist them in completing their answers.

Text 1

The first text was a speech given at a wedding anniversary celebration. The speaker refers to the celebrants' life achievements. The majority of the students had no difficulty understanding this text, which was brief and simple.

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Question 1

Any of:

- Maria and Pedro
- guests attending the party
- friends and relatives.

Question 2

Spanish teachers and presidents of the Youth association.

Question 3

To overcome the difficulties encountered during their 25 years of marriage.

Text 2

The second text consisted of an interview about Ecotourism.

Question 4

Ecosystems and local cultures.

Question 5

To talk about the advantages of Ecotourism.

Question 6

The whole world is going to suffer.

Question 7

Any three of:

- protects local cultures
- uses existing roads and rivers
- protects the environment
- can visit archaeological sites.

Part B

Text 3

The third text was a community announcement regarding a photographic exhibition. It referred to the artist and his works, particularly the technique used and the theme of the photos.

Question 8

Yesterday

Question 9

The lights and shades are exemplary to modern photographers who, despite the use of modern equipment, cannot achieve such standards.

Question 10

Modern photographers cannot achieve the same effect as Martinez despite their sophisticated equipment.

Question 11

To honour the '*Cipreses*', which are gradually disappearing.

Text 4

The fourth text consisted of a conversation conducted during a town survey.

Question 12

11 people

Question 13

Either of:

- 'I'm happy about your visit to this valley'



- 'Don't go yet, without meeting my wife and without having a drink'.

Question 14

- young people moving to the industrialised cities
- people searching for jobs and money
- more social activities
- lack of work in the country town

Question 15

- the flat was too small
- they were unaccustomed to the use of lifts
- there was no park land or country sites, only concrete

Section 2 – Reading and responding

Part A

Text 5

The fifth text consisted of an adapted anecdote. The language of the piece was simple but the narrative still required careful reading. Some of the questions were factual, others were analytical.

This was the most challenging task of the paper. Most students were able to comprehend the content of the text and produced excellent answers; however, some students were unable to analyse the text or comprehend its meaning. Once again, reading carefully is essential. It is recommended that students should read more short stories and novels throughout the academic year. Teachers are advised to stimulate students to read beyond the scope of the course.

Question 16

Father Bartolome knew their language but he had not learnt enough of their culture to be able to interpret their intentions, feelings, spirituality and knowledge. His knowledge of the indigenous language and culture did more harm than good to him. He had also learnt to trick them.

Question 17

He felt overwhelmed, had lost all hope and was preparing for death. He was also calm, believing he could save himself. He was desperate to save his life and not thinking rationally.

Question 18

Due to his broad knowledge of Western culture and Aristotle's works.

Question 19

Because the Mayan astronomers had predicted and documented the solar and lunar eclipses themselves without the help of Aristotle.

Question 20

They wanted to demonstrate their contempt of Father Bartolome because he had a condescending attitude towards them. He had attempted to deceive them and assumed that they were ignorant people and had no knowledge of complex astronomy. The people had an excellent knowledge of astronomy and also wanted to show their knowledge and devotion to their gods.

Question 21

An appropriate title for the text and justification for the proposed title were needed here.

Question 22

- they sacrificed him on the altar anyway
- they did not react to his threats
- they gazed at him indifferently
- they went about their sacrificial ceremony slowly and methodically
- they had a debate or meeting and did not fall for Father Bartolome's tricks



Part B

Text 6

Text 6 consisted of an article about the use of Spanglish. The questions were factual and the majority of the students had no difficulty answering them appropriately.

Question 23

It hinders the progress of the Hispanic people within mainstream American society.

Question 24

Lack of education and language resources among the uneducated, and embarrassment and seeking social acceptance among the educated Hispanic people.

Question 25

The Hispanic culture has its own essence and dignity and it is rich in vocabulary and literary tradition.

Question 26

Learn both languages so as to be able to participate fully in all aspects of American life and to have a voice as a minority. To be able to access more influential positions within American society.

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 spend more time paying attention to verbs and tenses.

Question 27

Students were asked to write a journal entry describing how much they have changed in the last eight years of their lives. This was the preferred topic in the writing section. Many students wrote very good pieces, which was very pleasing.

- Relevance, breadth and depth of content

Most students produced a rich analysis about their personal transformation during this period in their lives. 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 in this section.

- 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, 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 28

Students were asked to write an informative speech, stating the advantages of learning a second language.

- Relevance, breadth and depth of content

The task required the speaker to address an audience, using an appropriate opening to state the purpose of the speech, and explain the advantages of learning a second language in a well-organised manner. The ideas had to be backed by supporting arguments and the audience's attention had to be maintained with an attractive text.

- 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 audience's attention to the speech.

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- Accuracy, range and appropriateness of vocabulary and grammar

Students were expected to advise the audience about the good points of learning a second language. The use of *'en mi opinion'*, *'pienso que, me parece que'* and *'desde mi punto de vista'* is more appropriate than *'yo hablo bien los dos idiomas'* as these are more suitable and humble.

- 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 29

Students were asked to write a persuasive letter asking the manager of an airline to apologise for inconveniences experienced during a trip from Spain.

- Relevance, breadth and depth of content

Students needed to substantiate their complaint and request an apology. They had to complain about the delays experienced and persuade the airline's manager to offer a formal apology.

- Appropriateness of structures and sequence

Students were expected to follow the conventions of a formal letter, including date, recipient's name and address, title, etc. The letter should also have included clear paragraphs and an appropriate ending.

- Accuracy, range and appropriateness of vocabulary and grammar

Assessors looked for use of *'usted'*, *'de mi mayor consideracion'* and *'Saluda a usted atentamente'*, and the correct use of verbs, linking words and tenses.

Question 30

Students were asked to write a film review about a movie they had seen recently.

- Relevance, breadth and depth of content

Students were required to include a summary of what the film was about and their opinion of its quality. Was it a worthwhile film and why it should be seen?

- Appropriateness of structures and sequence

Students who wrote the review used evaluative writing, had a clear beginning, middle and end and good links between ideas. They also included a concluding statement.

- Accuracy, range and appropriateness of vocabulary and grammar

Students were expected to write using the past tense, adjectives, and phrases such as, *'En mi opinion, segun lo que he visto, desde mi punto de vista'*.