



# 2013 Assessment Report

**2013**

**Languages: Spanish GA 3: Examination**

## Written component

### GENERAL COMMENTS

Most students understood the requirements of the 2013 Spanish written examination and were well prepared. Some sections of the paper required a response in English and others a response in Spanish. It is very important that students answer in the correct language, as responses in the wrong language are considered incorrect and are not awarded marks. Students should read the questions thoroughly, follow the instructions carefully and make use of the space provided for taking notes.

It is recommended that teachers make students aware of the following advice.

- Students should attempt all questions.
- Responses in the wrong language will receive no credit.
- No credit will be given for notes or drafts. Marks will be awarded only for answers given in the spaces provided.
- The meaning of the response should be conveyed accurately for marks to be awarded.
- Not all questions based on a text are purely factual; some are higher-order thinking questions and require analysis, so that students can demonstrate that the text has been understood at a deep level.
- Students should be aware that some questions must be answered in a full sentence, not in dot points.

### SPECIFIC INFORMATION

This report provides sample answers or an indication of what the answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

## Section 1 – Listening and Responding

### Part A – Answer in English

Most students answered the questions in this section correctly. Students are advised to listen carefully and to take notes during both readings of the text, as this will assist them in completing their answers.

#### Text 1

The first text consisted of a telephone conversation between a grandfather and his granddaughter, Marisol. They talked about Marisol's Christmas holidays with her family and the activities planned for the occasion.

#### Question 1a.

Spending Christmas with her family

#### Question 1b.

- Barcelona.
- Trains (to Gerona) take a long time.

#### Question 1c.

- to ski
- with her cousins and godmother (cousins must be mentioned in order to receive this mark)

#### Question 1d.

Any two of

- it has been snowing heavily
- they drive on the right-hand side
- she has very little experience as a driver/recently got her licence.

#### Text 2

The second text consisted of a telephone enquiry about a hotel's services and prices.

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## Question 2a.

- You need to stay a minimum of four nights.
- The discount is 10%.

## Question 2b.

- 15th-century convent (turned into a luxury hotel)
- famous restaurant with (extensive) variety of traditional (Andalusian) food
- views of Alhambra's garden from the terrace
- traditional courtyard

## Question 2c.

- online
- by telephone now or by calling at any time

## Part B – Answer in Spanish

### Text 3

This section consisted of an interview with Alberto, an Argentinian immigrant living in Spain.

Answers in this section needed to be in full sentences. Students needed to demonstrate a capacity to understand general and specific aspects of the text and convey information accurately and appropriately.

### Question 3a.

*Las condiciones económicas en Argentina eran muy malas. Alberto decidió buscar un futuro mejor para él y su familia. Además el llegar a España le abría posibilidades de acceso al resto de Europa.* (The economic crisis in Argentina was very bad. We are searching for a better future. We hope to find new possibilities in the rest of Europe.)

### Question 3b.

*El y su familia tienen seguridad social. El Sistema de educación pública para los hijos. Tienen además la oportunidad de comprar un piso con una hipoteca. Pudieron establecer muchas amistades.* (In Spain, Alberto has social security. There is free public education, the opportunity to take out a loan and buy an apartment and also, to make new friends.)

### Question 3c.

*Se pregunta si la inmigración es un ciclo y que a veces tiene que estar preparado para empezar todo de nuevo. Los inmigrantes siempre tienen en mente el regreso a su país de origen. Ahora él se encuentra en una situación similar a la que lo llevo a emigrar de Argentina.* (He asks himself whether migrating is a cycle and sometimes one has to be prepared to start all over again. Migrants always have in mind the possibility of returning to their own country. Now Alberto is in a similar position to the one that prompted him to leave Argentina.)

## Section 2 – Reading and Responding

### Part A – Answer in English

#### Text 4

This part consisted of a piece of writing describing the city of Pelileo in Ecuador.

#### Question 4a.

Any three of

- the Ecuadorian mountains/landscape
- the volcano
- 150 kilometres from Quito
- shopping for international brands.

#### Question 4b.

Ecuador

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**Question 4c.**

- Blue City (the colour of the jeans produced in Pelileo)
- Jeans City (jeans are the city's major manufacturing product)

**Question 4d.**

- Entire families opened large and small factories.
- The quality and hard work of the people.
- International brands have their clothes made there.
- The primary material is Ecuadorian and Colombian.

**Question 4e.**

	T/F	Evidence
Colombia is the major importer of raw materials from Jeans City.	F	Colombia is the major provider of raw material and the main importer. Colombia is the main buyer/consumer.
The people of Pelileo developed their manufacturing industry a couple of years ago.	F	The Pelileo jeans industry has been developing since the 1960s.

**Question 4f.**

- began at age 14
- started sewing simple pants, using a pedal machine
- became specialised in this industry and bought machines
- opened his own factory in 1969

**Question 4g.**

Any two of

- the jeans industry supports many families
- blue is associated with prosperity and working to survive
- the people of Pelileo are proud of and happy about their success.

## Part B – Answer in Spanish

**Text 5**

This text consisted of a legend about how *mate* (a traditional South American drink) was created.

The answers in this section should have been in Spanish and in full sentences. Student should have demonstrated a capacity to understand general and specific aspects of the text and convey information accurately and appropriately.

**Question 5a.**

- the title
- sun and moon come to earth
- become young girls (and the sun and moon take on human characteristics).

**Question 5b.**

By surprising the jaguar and killing/shooting it (with his arrows) before the women were attacked by the cunning cat

**Question 5c.**

- It unites people's hearts.
- It chases away loneliness.

**Question 5d.**

- the present is given in recognition/gratitude for saving the girls
- the gift is to be passed from generation to generation



### **Section 3 – Writing in Spanish**

In preparation for this section, students are encouraged to practise different writing styles (informative, persuasive, evaluative, personal and imaginative) and to become familiar with the conventions that correspond to each text type. Students would also benefit from revising verbs and tenses.

Many of the written pieces complied with the requirements of the task and were excellent. Some, however, lacked structure, content and appropriate use of grammatical structures. It is recommended that students practise writing in different styles throughout the year. Reading texts in Spanish is also a very effective method for improving written expression. Students should read short stories, novels, articles and magazines.

#### **Question 6**

Students were asked to write an informative speech for a youth workshop in Caracas, Venezuela. The speech is about urban tribes in our city.

Answers could include

- an introduction to urban tribes
- relevance to your city
- a discussion suited to a workshop environment, either about what urban tribes can contribute, or issues related to urban tribes that need to be addressed.

The text type was an informative speech, and features used could have included

- greeting, introductory lead-in, final greeting
- semi-informal to formal language suited to a youth group audience.

#### **Question 7**

This question required students to write a persuasive letter from an environmental organisation to the city mayor protesting against a commercial development project on land that is currently a park and persuading the authorities to abandon the initiative.

Answers could have included

- relevance to the environmental organisation
- three or four points against the commercial development project, including its effect on the park
- possible alternatives/solutions.

The text type was a persuasive text, and required features included

- salutation, lead-in sentence/s, introduction, middle, conclusion, lead-out sentence, final greeting/sign off
- formal writing.

#### **Question 8**

Students were asked to write an imaginative story retelling a dream in which they were one of the characters in an adventure film they had just seen.

Answers could have included

- details of the adventure that took place, including situation, complication, resolution and conclusion
- development of the character
- reference to the dream.

The text type was an imaginative story, and required aspects included

- a clear understanding of the student's chosen audience
- imaginative content.

#### **Question 9**

Students were asked to write a diary entry describing memories triggered by a scent they noticed while going on a walk around their neighbourhood.

The text type was a diary entry, and features could have included

- language suited to a diary entry, i.e. that you would not normally share with the outside world

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- semi-informal text suited to a young group
- reflective writing; not too descriptive (the writer already knows the scenario).

## Question 10

Students were required to write an evaluative article for the school magazine discussing the advantages and disadvantages of distance learning.

Answers could have included

- approximately three points for and three points against virtual classes
- approximately three points for and three points against face-to-face classes
- concluding statements that 'balance' the arguments.

The text type was an evaluative article, and required features included

- language suited to a school magazine article
- discussion points suited to an audience of school students and their parents.