

SUPERVISOR TO ATTACH
PROCESSING LABEL HERE

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Write your **student number** in the boxes above.

Letter

Spanish

Question and Answer Book

VCE Examination – Tuesday 19 November 2024

- Reading time is **15 minutes**: 11.45 am to 12 noon
- Writing time is **2 hours**: 12 noon to 2.00 pm

Approved materials

- Any printed monolingual and/or bilingual dictionary in one or two separate volumes

Materials supplied

- Question and Answer Book of 20 pages

Instructions

- You may consult dictionaries during reading time and also during the examination.
- Write all your responses in the spaces provided in this Question and Answer Book.
- The spaces provided give you an idea of how much you should write.

Students are **not** permitted to bring mobile phones and/or any unauthorised electronic devices into the examination room.

Contents	pages
Section 1 – Part A (1 question, 10 marks) _____	2–3
Part B (1 question, 10 marks) _____	4–5
Section 2 – Part A (1 question, 20 marks) _____	6–9
Part B (1 question, 15 marks) _____	10–13
Section 3 (1 of 4 questions, 20 marks) _____	14–18
Assessment criteria _____	19

Section 1

Part A – Listening and responding in English

Instructions for Text 1, Question 1

- 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 **ENGLISH**.
- All responses **must** be based on the text.

Text 1

Answer the following questions in **ENGLISH**.

Responses in the wrong language will **not** receive credit.

Write your notes here. Notes will **not** be assessed.

Question 1 (10 marks)

- a. What are the **two** reasons Alberto is travelling to the city of Santa Marta, Colombia? 2 marks

- b. According to the conversation, why is the Playa Bonita Hotel considered to be the most suitable venue for this event? 3 marks

- c. Provide **two** reasons why the event is being held in the city of Santa Marta. 2 marks

Do not write in this area.

d. Explain why the Kogui indigenous ceremony has been chosen for this special event.

3 marks

Write your notes here. Notes will **not** be assessed.

Do not write in this area.

Part B – Listening and responding in Spanish

Instructions for Text 2, Question 2

- 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 complete sentences in **SPANISH**.
- All responses **must** be based on the text.

Text 2

Answer the following questions in complete sentences in **SPANISH**.

Responses in the wrong language will **not** receive credit.

Write your notes here. Notes will **not** be assessed.

Question 2 (10 marks)

a. What is the purpose of the guided tour in Doñana National Park?

¿Cuál es el propósito de la visita guiada al Parque Nacional Doñana?

3 marks

b. Describe the landscapes that the visitors will explore in the morning.

Describe los paisajes que los visitantes explorarán por la mañana.

2 marks

Do not write in this area.

c. Explain why Doñana National Park was declared a World Heritage Site by UNESCO.

Explica por qué el Parque Nacional Doñana fue declarado Patrimonio de la Humanidad por la UNESCO.

3 marks

d. How will visitors be able to remember the trip?
¿Cómo podrán recordar el viaje los visitantes?

2 marks

Write your notes here. Notes will **not** be assessed.

Do not write in this area.

Section 2

Part A – Reading, listening and responding in English

Instructions for Texts 3A and 3B, Question 3

- You have five minutes to read Text 3A.
- At the end of the five minutes, Text 3B, a listening text, will be played. 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.
- Answer the questions in **ENGLISH**.
- Questions may relate to **either** Text 3A **or** Text 3B, **or** to both texts.
- All responses **must** be based on the texts.

Text 3A

Reseña: ¡Una novela deliciosa!

Como agua para chocolate es considerada una de las obras clásicas del realismo mágico, un género literario que ha dejado una huella imborrable en la literatura hispana. En esta novela de Laura Esquivel, la magia no se presenta de una manera convencional con dragones o hechiceros, sino que más bien se percibe sutilmente a través de lo intangible, como los aromas cuando se cocina y a través de los sabores cuando se come.

Esta novela combina dos géneros literarios: el costumbrismo y el realismo mágico. El costumbrismo trata de la vida cotidiana, la cultura y los hábitos de un pueblo. Por ejemplo, vemos la dinámica de las relaciones y las tradiciones de una familia mexicana de principios del siglo veinte. El realismo mágico es una forma de fantasía, que en esta novela se manifiesta a través de los efectos mágicos de la comida. Esta novela está llena de ricas descripciones de la cocina mexicana, con cada receta cargada de significado emocional y simbólico. Por ejemplo, un bocado puede evocar recuerdos de la Revolución y la música folclórica mexicana en los personajes.

Tita, la protagonista, nació en la cocina de su casa y esta cocina se convierte en su refugio. Tita se enamora locamente de Pedro. Ellos comparten una conexión donde comprenden cada uno de sus pensamientos y sentimientos sin hablarse. Esto añade un elemento mágico de misticismo a la historia. A pesar de su amor por Pedro, su madre les prohíbe contraer matrimonio. Tita es la menor de las tres hermanas y está destinada a quedarse soltera y a cuidar de su madre hasta su muerte. Tita anhela ser libre, pero está condicionada por las expectativas de la tradición y no por lo que ella desea para sí misma. Por lo tanto, en sus peores momentos, ella encuentra consuelo en su cocina.

Después de reseñar libros durante más de una década, los que realmente me asombran se cuentan con los dedos de la mano, y ¡este es definitivamente uno de ellos!

You may make notes in this space for Text 3A and Text 3B. These notes will **not** be assessed.

Do not write in this area.

Write your responses to **Question 3** on the following pages.

Texts 3A and 3B

- Answer the following questions in **ENGLISH**.
- Responses in the wrong language will **not** receive credit.

Question 3 (20 marks)

Write your notes here. Notes will **not** be assessed.

a. Provide **two** examples of how the reviewer of the novel *Like Water for Chocolate* describes the type of magic experienced by readers of this genre. 2 marks

b. In the novel, why is the kitchen an important place in Tita's life? 2 marks

c. Describe the main character's struggles with her lack of freedom as outlined in the book review. 3 marks

d. What experiences contributed to Carlos' love of cinema when he was 14 years old? 4 marks

Do not write in this area.

e. According to Carlos, what are the main challenges when turning a novel into a film?

2 marks

Write your notes here. Notes will **not** be assessed.

f. Provide examples of how Costumbrism and Magical Realism appear in the book review and the interview that relate to the novel *Like Water for Chocolate*.

7 marks

Book review

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Interview

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Part B – Reading and responding in Spanish**Instructions for Text 4, Question 4**

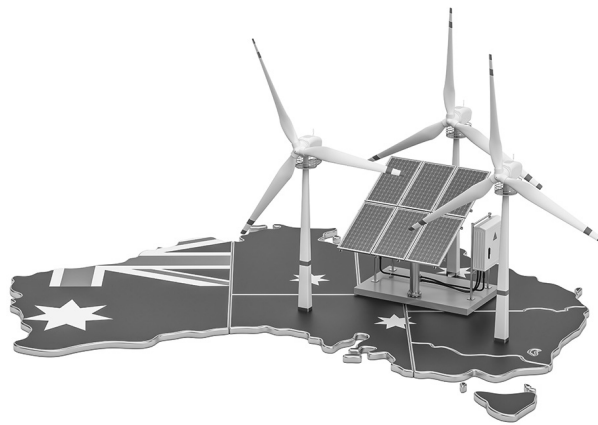
- Read the text and then answer the question in approximately 150 words in **SPANISH** on pages 12 and 13.
- Your response **must** be based on the text.
- Answer the question in complete sentences in **SPANISH**.
- Responses in the wrong language will **not** receive credit.

Text 4**FUENERSOL Impulsando las Energías Renovables en Australia**

Fuenersol ya se ha consolidado como líder en el sector europeo de las energías renovables. Nuestra experiencia, visión estratégica y enfoque centrado en el cliente, nos han llevado a la vanguardia de la industria. Recientemente, la empresa ha ampliado sus prácticas de energía renovable para incluir a Australia y estamos buscando 10 escuelas australianas para que formen parte de nuestro programa educativo piloto.

Actividades en Australia

Desarrollamos asociaciones de colaboración interactuando activamente con escuelas, universidades y líderes de la industria, instituciones de investigación y organismos gubernamentales.



Source: AlexLMX/Shutterstock.com

Nuestra iniciativa educativa tiene como objetivo crear conciencia e inspirar a la próxima generación de líderes, reconociendo la importancia de las prácticas sostenibles y las fuentes de energía renovables. Realizamos actividades que incluyen visitas a escuelas, oportunidades de experiencia laboral, financiación para proyectos medioambientales escolares y programas de tutoría.

Nuestro compromiso es con la sostenibilidad para las generaciones futuras mediante la reducción de las emisiones de carbono.

Si su escuela desea ser parte de este programa piloto, complete la solicitud a continuación para ser considerado para la selección.

Question 4 (15 marks)

Using the information from the poster about Fuenersol, write a formal persuasive letter to your school principal convincing them to allow your school to apply to be part of Fuenersol's pilot education program. In your letter, mention which activities would be most beneficial for your school and how you would like to implement them.

Utilizando la información del afiche sobre Fuenersol, escribe una carta formal persuasiva para el director o la directora de tu escuela para convencerlo/a de permitir que la escuela participe en el programa piloto educativo de Fuenersol. En tu carta, menciona qué actividades serían más beneficiosas para la escuela y cómo te gustaría implementarlas.

You may make notes in this space. These notes will **not** be assessed.

Do not write in this area.

Write your response to **Question 4** on the following pages.

Section 3

Writing in Spanish

Instructions for Questions 5–8

- Answer **one** question in 200–300 words in **SPANISH**.
 - Responses in the wrong language will **not** receive credit.
 - Space is provided on page 15 to make notes. These notes will **not** be assessed.
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Question 5 (20 marks)

This morning you had a job interview and you feel that it went well. Write a diary entry describing your thoughts and feelings about the interview and what you hope to achieve personally and professionally if offered the job.

Esta mañana has tenido una entrevista de trabajo y sientes que te fue bien. Escribe una entrada en tu diario que describa tus pensamientos y sentimientos sobre la entrevista y lo que esperas lograr personal y profesionalmente si recibes una oferta de trabajo.

OR

Question 6 (20 marks)

As school captain, you initiated a technology-free week for all students and teachers at your school. Write an informative article for your school newsletter on how learning and class activities were adapted as a result of this initiative.

Como líder estudiantil, has iniciado una semana sin tecnología en la escuela tanto para estudiantes como para profesores. Escribe un artículo informativo para la revista de la escuela sobre cómo el aprendizaje y las actividades escolares tuvieron que ser adaptadas como resultado de esta iniciativa.

OR

Question 7 (20 marks)

While watching a documentary about space exploration, you suddenly find yourself in the spaceship shown in the documentary. Write an imaginative story for a secondary school creative writing competition about what happens next.

Mientras ves un documental sobre la exploración espacial, de repente te encuentras en la nave espacial que se muestra en el documental. Escribe una historia imaginativa sobre lo que sucede a continuación para un concurso de escritura creativa para estudiantes de secundaria.

OR

Question 8 (20 marks)

You moved from Australia to a Spanish-speaking city with your family two years ago. Write a blog post for young Spanish speakers, in which you evaluate the advantages and challenges of moving to a new city.

Te mudaste de Australia a una ciudad de habla hispana con tu familia hace dos años. Escribe una entrada de blog para jóvenes hispanohablantes, en la cual evalúes las ventajas y retos de instalarse en una nueva ciudad.

You may make notes in this space. These notes will **not** be assessed.

Do not write in this area.

Write your response on the following pages.

Assessment criteria

Section 1

Part A – Listening and responding in English

- the capacity to understand and convey general and specific aspects of texts

Part B – Listening and responding in Spanish

- the capacity to understand general and specific aspects of texts
- the capacity to convey information and opinions accurately and appropriately

Section 2

Part A – Reading, listening and responding in English

- the capacity to understand and convey general and specific aspects of texts

Part B – Reading and responding in Spanish

- the capacity to understand general and specific aspects of texts
- the capacity to convey information and opinions accurately and appropriately

Section 3

Writing in Spanish

- the capacity to demonstrate relevance, breadth and depth of content
 - the capacity to demonstrate accuracy, range and appropriateness of vocabulary and grammar
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