

BOARD OF STUDIES
NEW SOUTH WALES

2001 HSC Specimen Paper

Spanish Continuers

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Spanish Continuers

Introduction

This booklet contains the specimen examination paper for the 2001 Higher School Certificate examination in Spanish Continuers. A mapping grid is also included, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands.

The specimen paper shows the format of the New HSC examination. It has been printed on A4 paper and side-stapled to make it convenient for use in schools. Actual examination papers will be produced as A4 booklets. All New HSC papers will be printed on white paper.

The 2001 HSC specimen papers have been produced in accordance with the Board's *Principles for Setting HSC Examinations in a Standards-Referenced Framework*, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 99). Questions are closely related to the outcomes of the course, and the paper as a whole is structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The papers have been designed so that students have a clear understanding of what they are required to do in each question and in working through the paper. Instructions have been standardised, and the demands of the questions have been made explicit. Key words in questions, such as 'discuss', 'analyse', and 'explain', have been used consistently in accordance with the glossary published in the Board's *Assessment Support Document*.

This specimen paper is an example of the type of examination that could be prepared within the examination specifications in the Spanish syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2001 and subsequent years may differ from those addressed in the specimen paper.

The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and outcomes, and allows all students the opportunity to demonstrate their level of achievement. Where courses have components in the examination other than written papers, the grid indicates the wider range of outcomes that are assessed by including these other components.

There are a number of points to note in considering the Spanish Continuers specimen paper:

- The specimen paper consists of the question paper, including Sections I – III, and a separate answer booklet for Section II Part A.
- The Listening and Responding Section will be answered on the question paper, Section II Part A in the answer booklet provided, and Section II Part B and the two writing tasks in separate writing booklets.

- The writing tasks within Section III have been graded in difficulty with the second task being more demanding. The mark for each task is commensurate with its level of difficulty and may vary from year to year within the 15 mark total.
- The criteria for judging performance have been included as a rubric at the beginning of each section and part. The criteria are taken from the syllabus.
- All questions have been numbered sequentially across all sections.
- The number and type of questions/listening texts in Section I may vary each year within the range determined by the examination specifications in the syllabus.
- The texts for the specimen paper have been drawn from a range of sources and reflect the modern standard language in its contemporary context.

Spanish Continuers

HSC Specimen Examination Mapping Grid

For each item in the examination, the grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. The range of bands shown indicates the performance candidates may be able to demonstrate in their responses. That is, if an item is shown as targeting Bands 3 – 5, it indicates that candidates who demonstrate performance equivalent to the Band 3 descriptions should be able to score some marks on the item, while those who perform at Band 5 or above could reasonably be expected to gain high marks. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown generally could be expected to answer the item correctly.

Question	Marks	Content (Theme / Topic – Text Type)	Syllabus outcomes	Targeted performance bands
Oral Examination				
	20	Conversation Covering Student's Personal World	H1.1, H1.2, H1.3, H1.4	2 – 6
Written Examination				
1(a)	2	The Changing World / Current Issues – Advertisement	H3.1	3 – 4
1(b)	1	The Changing World / Current Issues – Advertisement	H3.1	3 – 4
1(c)	1	The Changing World / Current Issues – Advertisement	H3.1	2 – 3
2(a)	1	The Individual – Feelings, Opinions, Attitudes and Preferences – Interview	H3.1	3 – 4
2(b)	2	The Individual – Feelings, Opinions, Attitudes and Preferences – Interview	H3.1	3 – 4
3	1	The Individual – Feelings, Opinions, Attitudes and Preferences – Interview	H3.1	4 – 5
4	3	The Individual / Education and Future Aspirations – Interview	H3.1	3 – 4
5(a)	1	The Changing World / Current Issues – News Item	H3.1, H3.2	3 – 4
5(b)	1	The Changing World / Current Issues – News Item	H3.1, H3.2	3 – 4
5(c)	1	The Changing World / Current Issues – News Item	H3.1, H3.2	4 – 5
6(a)	1	The Changing World / the World of Work – Conversation	H3.1	2 – 3
6(b)	1	The Changing World / the World of Work – Conversation	H3.1	3 – 4
6(c)	1	The Changing World / the World of Work – Conversation	H3.1	4 – 5
7	3	The Spanish-speaking Communities / Travel and Tourism – Announcement	H3.1, H3.2	3 – 4
8(a)	1	The Spanish-speaking Communities / Significant People – News Item	H3.1	3 – 4
8(b)	1	The Spanish-speaking Communities / Significant People – News Item	H3.1	3 – 4
8(c)	1	The Spanish-speaking Communities / Significant People – News Item	H3.1	3 – 4
9	2	The Individual / Leisure and Interests – Conversation	H3.1	3 – 5
10(a)	1	The Individual / Education and Future Aspirations – Letter	H3.1	2 – 3
10(b)	1	The Individual / Education and Future Aspirations – Letter	H3.1	2 – 3

Question	Marks	Content (Theme / Topic – Text Type)	Syllabus outcomes	Targeted performance bands
10(c)	1	The Individual / Education and Future Aspirations – Letter	H3.1	2 – 3
10(d)	2	The Individual / Education and Future Aspirations – Letter	H3.1	3 – 4
10(e)	2	The Individual / Education and Future Aspirations – Letter	H3.1	4 – 5
10(f)	1	The Individual / Education and Future Aspirations – Letter	H3.1	4 – 5
10(g)	1	The Individual / Education and Future Aspirations – Letter	H3.1	2 – 3
11(a)	1	The Changing World / Current Issues – Interview	H3.1, H3.2	2 – 3
11(b)	2	The Changing World / Current Issues – Interview	H3.1, H3.2	3 – 4
11(c)	2	The Changing World / Current Issues – Interview	H3.1, H3.2	2 – 3
11(d)	2	The Changing World / Current Issues – Interview	H3.1, H3.2	3 – 4
11(e)	2	The Changing World / Current Issues – Interview	H3.1, H3.2	3 – 4
11(f)	3	The Changing World / Current Issues – Interview	H3.1, H3.2	5 – 6
11(g)	3	The Changing World / Current Issues – Interview	H3.1, H3.2	5 – 6
11(h)	1	The Changing World / Current Issues – Interview	H3.1, H3.2	4 – 5
12	15	The Individual / Education and Future Aspirations – Letter	H1.2, H1.3, H1.4, H3.1, H3.2	2 – 6
13(a)	7	The Spanish-speaking Communities / Travel and Tourism – Diary Entry	H2.1, H2.2, H2.3	2 – 6
13(b)	7	The Changing World / the World of Work – Letter	H2.1, H2.2, H2.3	2 – 6
14(a)	8	The Spanish-speaking Communities / Arts and Entertainment – Report	H2.1, H2.2, H2.3	2 – 6
14(b)	8	The Spanish-speaking Communities / Lifestyles – Speech	H2.1, H2.2, H2.3	2 – 6



Sample marking guidelines for Spanish Continuers

The following marking guidelines have been developed for selected questions from the 2001 HSC Specimen Examination in Spanish Continuers. These guidelines indicate the approach that would be taken to marking questions.

For each question, the following are typically included:

1. The syllabus outcomes that are targeted by the question.
2. The assessment rubric from the specimen paper, where there is one, listing the set of general criteria that are used to assess responses.
3. The marking guidelines, which show the criteria to be applied to responses along with the marks to be awarded in line with the quality of the responses. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks.
4. A sample answer or some points that answers might include. Sample answers indicate the scope and depth of treatment expected, and are not intended to be prescriptive. Similarly, the points that could be included in answers are not intended to be an exhaustive list, but rather an indication of the considerations that students could include in their responses.

Marking guidelines will generally require some refinement at the Marking Centre to take account of unanticipated responses that students present. For essay-type questions, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

In a standards-referenced framework, examination questions are closely linked to syllabus content and outcomes. Expectations of the question are to be clear in the wording of the question. Marking guidelines will be developed at the same time as the examination questions, by examination committees. The development of marking guidelines will be guided by the Board's *Principles for Developing Marking Guidelines in a Standards-Referenced Framework*, published in Board Bulletin Volume 9 Number 3 (May 2000).

Sample Marking Guidelines – Spanish Continuers

Conversation

Refer to the syllabus for a description of this task.

In your answer you will be assessed on how well you demonstrate:

- capacity to maintain a conversation (comprehension, communication strategies)
 - relevance and depth of treatment of information, opinions, comment
 - clarity of expression (pronunciation, intonation, stress)
 - accuracy of vocabulary and sentence structures
 - variety and appropriateness of vocabulary and sentence structures
-

Outcomes assessed: H1.1, H1.2, H1.3, H1.4

Marking Guidelines	Marks
<ul style="list-style-type: none">• Communicates confidently and fluently with correct intonation and pronunciation• Demonstrates depth of treatment through the presentation of relevant information, opinions and/or comment• Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure	17 – 20
<ul style="list-style-type: none">• Communicates effectively, with some degree of fluency and authenticity• Responds with relevant information and a range of relevant opinions and/or comment• Responds with a range of vocabulary and structures, but with some minor inaccuracies	13 – 16
<ul style="list-style-type: none">• Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary• Responds with relevant information and opinions	9 – 12
<ul style="list-style-type: none">• Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors• Presents some relevant information, opinions or ideas	5 – 8
<ul style="list-style-type: none">• Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using anglicisms and English syntax	1 – 4

Question 1 (4 marks)

In your answer you will be assessed on how well you demonstrate:

- capacity to understand general and/or specific aspects of text, through, for example, summarising or evaluating
 - capacity to convey the information accurately and appropriately
-

Marks

- (a) In which TWO ways can Movilínea be of benefit to the customer? **2**

Outcomes assessed: H3.1, H3.2

Marking guidelines	Marks
Any TWO of: <ul style="list-style-type: none"> • You don't lose a single call • If you lose your phone or it is stolen, it will be replaced • If it breaks down it will be repaired 	2
ONE of above	1

- (b) How does Movilínea make its service affordable? **1**

Outcomes assessed: H3.1, H3.2

Marking guidelines	Marks
<ul style="list-style-type: none"> • It offers finance plans to suit all budgets 	1

- (c) What is the telephone number of Movilínea? **1**

Outcomes assessed: H3.1, H3.2

Marking guidelines	Marks
<ul style="list-style-type: none"> • 900 108 108 	1

Question 12 (15 marks)

You are applying to the advertised student exchange program. Write a letter of 150–200 words in SPANISH to a cousin or friend, listing the ideas you would like to include in your letter of application and asking him or her for advice regarding the application.

Refer to the text on page 9 of the Specimen Paper.

In your answer you will be assessed on how well you demonstrate:

- capacity to understand general and/or specific aspects of text by identifying, analysing and responding to information
 - relevance of ideas, information or opinions
 - accuracy of vocabulary and sentence structures
 - variety of vocabulary and sentence structures
-

Outcomes assessed: H1.2, H1.3, H1.4, H3.1, H3.2

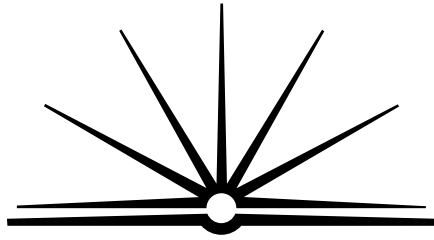
Marking Guidelines	Marks
<ul style="list-style-type: none"> • Responds to the information, ideas and /or opinions of the text that relates to student exchange: type of student, knowledge of Spanish, interest in Spanish-speaking countries • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and /or opinions relating to text • Demonstrates extensive knowledge and understanding of vocabulary and sentence structures • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	13 – 15
<ul style="list-style-type: none"> • Responds to most of the information, ideas and /or opinions of the text: type of student, knowledge of Spanish, interest in Spanish-speaking countries • Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and /or opinions • Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	10 – 12
<ul style="list-style-type: none"> • Responds to some of the information, ideas and /or opinions of the text: : type of student, knowledge of Spanish, interest in Spanish-speaking countries • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	7 – 9
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	4 – 6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words and set formulae to express information 	1 – 3

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Centre Number

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Student Number



B O A R D O F S T U D I E S
NEW SOUTH WALES

2001
HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION

Spanish Continuers

General Instructions

- Reading time – 10 minutes
- Working time – 2 hours and 50 minutes
- Write using blue or black pen
- Monolingual and/or bilingual print dictionaries may be used
- Write your Centre Number and Student Number at the top of this page

Section I Pages 2 – 6

Total marks (25)

- Attempt Questions 1 – 9
- This section should take approximately 30 minutes

Section II Pages 7 – 9

Total marks (40)

This section has two parts, Part A and Part B

- Attempt Questions 10 – 12
- Allow about 1 hour and 20 minutes for this section

Section III Page 10

Total marks (15)

- Attempt Questions 13 – 14
- Allow about 1 hour for this section

Section I – Listening and Responding

This section should take approximately 30 minutes

Total marks (25)

Attempt Questions 1 – 9

You will hear nine passages. Each passage will be read twice. There will be a pause after the first reading in which you may take notes. You will be given time after the second reading to complete your responses. Listen carefully to each passage and then answer the corresponding questions in ENGLISH in the spaces provided or, in the case of multiple-choice questions, tick the box corresponding to the correct response. You may proceed to Section II as soon as you have finished Question 9.

In your answers you will be assessed on how well you demonstrate:

- capacity to understand general and specific aspects of texts by identifying and analysing information
 - capacity to convey the information accurately and appropriately
-

	Marks	Candidate's Notes
Question 1 (4 marks)		
(a) In which TWO ways can MoviLínea be of benefit to the customer?	2	
(b) How does MoviLínea make its service affordable?	1	
(c) What is the telephone number of MoviLínea?	1	

	Marks	Candidate's Notes
Question 2 (3 marks)		
(a) What is the main issue raised in the interview?	1	
(b) Why are those surveyed concerned about young people?	2	
Question 3 (1 mark)		
Which view is NOT represented by the speaker? Tick the box corresponding to the correct response.	1	
(A) The Internet is a means of communication, just like a book.	<input type="checkbox"/>	
(B) The Internet is good because individuals can express themselves without censorship.	<input type="checkbox"/>	
(C) Young people should decide for themselves what they access from the Internet.	<input type="checkbox"/>	
(D) The Internet should continue to operate without any restrictions whatsoever.	<input type="checkbox"/>	

	Marks	Candidate's Notes
Question 4 (3 marks)		
What is the difficulty each student encounters in his or her studies?	3	
Carlos		
Sara		
Miguel		
Question 5 (3 marks)		
(a) What does the name of the company suggest?	1	
(b) Which statement best describes the company? Tick the box corresponding to the correct response. (A) The company produces unique articles of clothing. <input type="checkbox"/> (B) The company sells second-hand clothing. <input type="checkbox"/> (C) The company sells ties, gloves and handkerchiefs. <input type="checkbox"/> (D) The company designs new clothes based on the latest fashion trends. <input type="checkbox"/>	1	
(c) Why can this company be described as environmentally friendly?	1	

	Marks	Candidate's Notes
Question 6 (3 marks)		
(a) Where does Ricardo work?	1	
(b) How did he develop an interest in his career?	1	
(c) What special measures have been adopted in his workplace?	1	

Question 7 (3 marks)

The cruise ship *Reina Sofía* has provided passengers with a 3 day cruise planner to help them organise their activities on board. 3

Imagine you are one of the passengers and complete the table, indicating SIX different activities you will undertake during the 3 days. You must write the activity next to the correct time slot and provide any relevant details.

	Time slot	Activity
Day 1	Morning	
	Afternoon	
	Evening	
Day 2	Morning	
	Afternoon	
	Evening	
Day 3	Morning	
	Afternoon	
	Evening	

	Marks	Candidate's Notes
Question 8 (3 marks)		
(a) What is significant about this event?	1	
(b) How has Duque's outlook changed since childhood?	1	
(c) How does the general public react towards Duque's profession? 1		
Question 9 (2 marks)		
Why does Andrés NOT accept the invitation?	2	

You may now proceed to Section II

Section II – Reading and Responding

Total marks (40)

Allow about 1 hour and 20 minutes for this section

Part A

Total marks (25)

Attempt Questions 10 – 11

Read both passages and then answer the corresponding questions in ENGLISH in the Section II Part A Answer Booklet.

In your answers you will be assessed on how well you demonstrate:

- capacity to understand general and/or specific aspects of texts, through, for example, summarising or evaluating
 - capacity to convey the information accurately and appropriately
-

Question 10 (9 marks)

Buenos Aires, 4 de octubre de 1999

Querida María:

Acabo de recibir tu última carta y me alegra contestarte de inmediato dándote mi última noticia. No vas a creerme, pero acabo de saltar de un avión en paracaídas. Dirás que estoy loca pero te diré que la experiencia fue inexplicable. Si tienes oportunidad de hacerlo al menos una vez en la vida, no lo dudes ..¡ isalta!

¿Cómo me acerqué a este deporte? Mi padre había comenzado a tomar un curso de paracaidismo, y todo lo que él me contaba me dejaba con la boca abierta. Como tú sabes a mí siempre me había gustado volar y entonces fui a anotarme en el curso con él. Cuando finalmente llegó el día de mi primer salto, me puse algo nerviosa de emoción. Aunque aterricé mal y me torcí un tobillo seguí con el deseo de continuar con este deporte fascinante.

En el curso nos enseñaron medidas de seguridad, cómo comportarse en situaciones de emergencia y cómo influye el viento en el paracaídas. Cuando te enganchas tu meta es perfeccionarte, tener mejor técnica, saltar cada vez mejor, hacer formas con otros deportistas en el aire cada vez más ágiles y perfectas. Pero lo más difícil de transmitir es esa sensación que se siente al saltar desde 3.000 metros de altura, caer libremente a una velocidad increíble hasta los 1.000 metros, sentir cuando el viento te pega en la cara y la adrenalina te corre por todo el cuerpo.

Ahora vivo para los fines de semana en que voy a saltar. Como puedes imaginarte lo hago tantas veces como el clima y la economía me lo permiten.

¡No veo la hora de poder saltar otra vez y que tú me acompañes!

Saludos a todos y un abrazo fuerte para ti.

Tu prima,

Cristina

Question 11 (16 marks)

La investigación científica se está aventurando en campos que hasta hace algún tiempo se consideraban inimaginables. La manipulación del ADN y, por lo tanto, del patrimonio genético hereditario de los hombres y de los animales, abre una nueva fase en la historia de la humanidad. Vamos a ver qué opinan sobre el tema algunos jóvenes.

Gracias a la investigación científica, en los últimos años se han descubierto algunas enfermedades en futuros padres que, de no saber qué padecían, habrían generado hijos con problemas. A veces, manipulando el ADN, la ciencia ha conseguido curar enfermedades genéticas, lo que constituye una valiosa ayuda para toda la humanidad.

Caroline, Strasbourg, Francia.

La naturaleza es una máquina perfecta y complicada. No puedes cambiar una parte sin provocar consecuencias en cadena. Una investigación científica muy avanzada corre el riesgo de entrar en un mecanismo incontrolable. Creo que es muy peligroso jugar con la naturaleza.

Herbert, Düsseldorf, Alemania.

Cuando estudio asignaturas científicas, como la física y la química, me doy cuenta de la grandeza del universo y de su Creador. Creo que el conocimiento nos ayuda a acercarnos al misterio de la creación. Una ciencia que respete la vida nos acerca a Dios y a todos los hombres.

Andy, Melbourne, Australia.

Tiemblo al pensar en las torturas a las que someten a muchos animales en los laboratorios de investigación. Me horroriza imaginar la clase de monstruos que genera la investigación cuando trata de forzar el curso natural de la vida. Es inhumano todo esto.

Clarisse, Nantes, Francia.

No creo que deba distinguir entre hombre y naturaleza: el hombre forma parte de ella,

Existen diversas opiniones sobre la genética y el papel que cumplen las investigaciones científicas en el desarrollo de la humanidad. Esperamos que en el milenio que se aproxima la tecnología se constituya en un instrumento positivo para el bienestar del ser humano.

que es grande y fuerte. Si el hombre llegase a poner en serio peligro la vida, la naturaleza se defendería.

Jens, Frankfurt, Alemania.

En la antigüedad, el conocimiento científico era inferior al actual. Gracias al progreso, hoy día son posibles y alcanzan buenos resultados las operaciones de microcirugía y las alteraciones del patrimonio genético hereditario. Sin embargo, creo que un científico se debe limitar a experimentar en base a los que son sus reales conocimientos. Creo que se debe instaurar un límite.

Rebecca, Urbino, Italia.

Hay científicos buenos, que quieren mejorar las condiciones de vida, pero también los hay malos, que sólo piensan en ganar gracias a su ciencia elevadas sumas de dinero y poder. Creo que alrededor de la investigación científica se mueven demasiados intereses económicos.

Peter, San Diego, Los Estados Unidos.

Dios nos ha creado a su imagen y semejanza. ¿Os imagináis que imperfectas criaturas seríamos si la vida la hubiese creado un hombre? No seríamos muy diferentes a los garrapatos de un niño de cuatro años. Sin embargo últimamente, el hombre quiere suplantar a Dios. ¡No creo que esté en nuestra mano desconcertar un equilibrio que ha durado millones de años! Es nuestro deber pensar también en las generaciones que nos seguirán.

Carlos, Ciudad Real, España.

Section II – Reading and Responding

Part B

Total marks (15)

Attempt Question 12

Answer this question in a writing booklet. Extra writing booklets are available.

In your answer you will be assessed on how well you demonstrate:

- capacity to understand general and specific aspects of a text by identifying, analysing and responding to information
 - relevance of ideas, information or opinions
 - accuracy of vocabulary and sentence structures
 - variety of vocabulary and sentence structures
-

Question 12 (15 marks)

Write a letter of 150–200 words in SPANISH to a friend listing your ideas relating to the application and asking for his or her advice.

¿ Eres un estudiante dedicado y responsable?

¿ Te llevas bien con la gente?

¿ Tienes conocimientos básicos del español?

¿ Quieres mejorar tu español?

¿ Te gustaría disfrutar de un país hispano-hablante?

¿ Te gusta tener experiencias nuevas y hacer nuevos amigos?

¿ Te interesa vivir con otra familia?

¿Sí?

**Pónte en contacto con nosotros.
Llámanos al teléfono 98 39 24 56.**

Section III – Writing in Spanish

Total marks (15)

Attempt Questions 13 – 14

Allow about one hour for this section

Answer each question in a SEPARATE writing booklet. Extra writing booklets are available.

In your answers you will be assessed on how well you demonstrate:

- relevance of the treatment of ideas, information or opinions
 - accuracy of vocabulary and sentence structures
 - variety of vocabulary and sentence structures
 - capacity to structure and sequence responses
-

Question 13 (7 marks)

Answer ONE of the following questions. Write 100–150 words in SPANISH.

- (a) You have been on holidays for a week in a Spanish-speaking country, visiting a number of places and participating in different activities. Write a diary entry covering three of the days you spent in that country.

OR

- (b) You have just had a successful job interview for a part-time job. Write a letter to a friend in which you share your good news and describe what your new job involves.

Question 14 (8 marks)

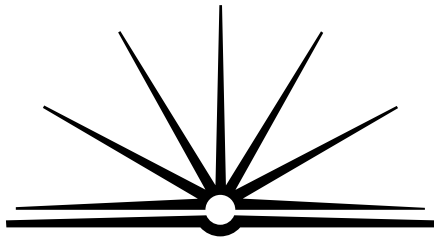
Answer ONE of the following questions. Write 100–150 words in SPANISH.

- (a) You have just seen what you think is the greatest movie ever. Write a report for your class newsletter in which you try to persuade your classmates to go and see it.

OR

- (b) Write a speech that you will present to your class outlining how lifestyle affects health and well-being.

End of paper



B O A R D O F S T U D I E S
NEW SOUTH WALES

2001
HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION

Spanish Continuers Transcript

Question 1

Con MoviLínea no pierdes ninguna llamada.

No importa lo que pase.

MoviLínea puede resolver todos tus problemas.

Porque ahora, si te roban o pierdes tu nuevo móvil, MoviLínea te lo reemplaza.

Y si se estropea, MoviLínea pagará el costo de la reparación para que puedas seguir hablando.

Además, MoviLínea, lo último en comunicación, ofrece excelentes condiciones de financiación y una vasta gama de planes para todos los bolsillos.

MoviLínea, el número uno en teléfonos portátiles.

Infórmate- en el 900 108 108.

Question 2

Los resultados de la encuesta llevada a cabo por la facultad de Medios Comunicativos del Instituto Superior sobre la violencia televisiva revelan que la mayoría del público entrevistado está en contra de esta violencia.

Opina que se incluyen muchísimas escenas violentas innecesarias. Al mismo tiempo, se reconoce que en los telediarios y los documentales aparece una violencia que refleja lo que sucede en el mundo. Se preocupa por el efecto que la violencia puede ejercer sobre los jóvenes, que intentan imitar a sus héroes violentos. Temen que esta abundancia violenta sea responsable por una creciente insensibilidad.

Question 3

Periodista: ¿Piensas que el Internet debe ser libre o controlado?

Estudiante: El Internet es el único medio de comunicación que no está controlado. Todas las demás formas de comunicación, sean libros, periódicos, revistas o transmisiones están controladas de distintas maneras. En el Internet no hay ninguna barrera.

Periodista: ¿Y eso es bueno?

Estudiante: Pienso que sí, porque cualquier persona puede expresar sus ideas, sus pensamientos, sus opiniones, sin ser censurada.

Periodista: Pero, ¿no es peligroso, sobre todo para los jóvenes?

Estudiante: Podría serlo. Pero es responsabilidad del colegio y de los padres proteger a los jóvenes, hasta que ellos puedan decidir por su propia cuenta.

Periodista: Entonces, lo que estás diciendo es que el Internet tiene que seguir siendo una red sin límites.

Estudiante: Por supuesto.

Question 4

Reportero: Carlos, ¿qué haces tú cuando quieres estudiar?

Carlos: Pues, yo estudio mejor cuando estoy en la biblioteca.

Reportero: ¿Por qué?

Carlos: Porque allí es más fácil concentrarse pues no se puede hablar ya que todo el mundo está leyendo o escribiendo. En la casa no hay silencio. Si no es el teléfono, es mi hermano pequeño que quiere que le ayude con sus deberes...

Reportero: Comprendo. Y ahora, Sara, te toca a ti.

Sara: Pues, yo tengo que estudiar con la tele. Si no tengo la tele, no soy capaz. Al principio, mis padres se enfadaban, pero ahora como han visto que tengo buenas notas, pues ya me dejan.

Reportero: ¡Muy bien! Miguel, ¿qué nos cuentas?

Miguel: Bueno, yo normalmente me reúno con amigos.

Reportero: Y, ¿no se distraen?

Miguel: Claro que a veces nos ponemos a charlar, pero, es mejor estudiar así que hacerlo solo, porque si tienes una duda es más fácil de solucionar.

Reportero: Muchas gracias a todos. Se ve que hay muchas maneras de estudiar.
¡Cada uno a lo suyo!

Question 5

Un par de chicas españolas ha creado una empresa que parece conectada con la ganadería. Pero Vacas Flacas no tiene nada que ver con animales, sino que es algo fuera de lo común. La ropa y los diseños son realmente originales. Las prendas que venden son nuevas pero están hechas con ropa usada. Sus diseños no siguen siempre la moda, ya que dependen más de las prendas utilizadas, sean corbatas, guantes o pañuelos. El uso de materiales ya fabricados elimina todo el proceso industrial empleado en la fabricación de nuevos materiales, y por eso resulta más económico.

Question 6

- Turista: Ricardo, ¿desde cuándo trabajas aquí, en Monteverde, como guía naturalista?
- Ricardo: Llevo más de diez años.
- Turista: ¿Qué clase de bosque es Monteverde?
- Ricardo: Es un bosque tropical muy cerrado donde no es fácil ver los animales.
- Turista: ¿Dónde y cuándo nació tu interés por la naturaleza?
- Ricardo: Mis padres vinieron a Costa Rica en 1950. De niño yo solía jugar en este bosque. Luego estudié biología y genética y lo más lógico para mí era convertirme en guía de este mismo bosque.
- Turista: ¿Has tenido éxito como guía?
- Ricardo: Diría que sí. Al principio venían unos 9.000 visitantes al año. Ahora llegan unos 50.000 visitantes anuales.
- Turista: Entonces, ¿has tenido que tomar medidas especiales?
- Ricardo: ¡Claro que sí! No se puede salir del sendero para no perjudicar a los animales ni las plantas y sólo pueden entrar cien personas a la vez.

Question 7

Señoras y señores pasajeros. Bienvenidos a bordo del transatlántico 'La Reina Sofía'. Esperamos que Uds. disfruten de este crucero marítimo por las Islas del Caribe. Para los que quieran ir de compras, tenemos una tienda de regalos y recuerdos, una joyería y una tienda de alta moda.

Tenemos nuestro famoso restaurante de lujo donde se puede disfrutar de una cocina internacional. Además tenemos una cafetería de autoservicio y un bar que está abierto desde el mediodía hasta las cuatro de la mañana.

Hay clase de aeróbica rítmica y también una piscina climatizada y una sala de juegos. Cada noche a las diez se realizará una gran fiesta. Habrá también un concurso de baile latino y, en la última noche, una fiesta de disfraces.

En la sala cinematográfica podrán ver las últimas películas. O si prefieren, pueden quedarse en su camarote viendo la televisión.

Question 8

En octubre del 98 Pedro Duque, astronauta español, fue uno de los tripulantes del transbordador espacial de la NASA. Su misión era de preparar la construcción de la nueva estación internacional Alfa. Le acompañó el veterano astronauta John Glenn, el primer norteamericano que viajó al espacio.

De niño, Duque nunca soñó con naves espaciales, sin embargo, ahora monta cohetes y sueña llegar a Marte. El cosmonauta está convencido de que hay vida inteligente en otros planetas.

Fue uno de los cinco seleccionados, entre casi 7.000 candidatos, para el primer equipo de astronautas de la Agencia Espacial Europea.

La gente tiene una idea un poco irreal de lo que es un astronauta. Sin embargo, Duque dice que los astronautas son muy humanos. La curiosidad, la tendencia a ir más allá es algo natural en el hombre, es lo que le convierte en un ser superior.

Question 9

Jimena: ¡Hola! Habla Jimena. ¿Qué tal? Te llamo porque queremos que nos acompañes a Mariela a mí a una fiesta.

Andrés: ¿Para cuándo?

Jimena: Viernes, a las siete de la tarde.

Andrés: Disculpa. Las tardes me resultan imposibles. No puedo porque acabo de firmar un contrato con un equipo de fútbol.

Jimena: ¡Con un equipo de fútbol! ¡Qué bien! ¡Te felicito! Pero, ¿qué tiene que ver el fútbol con la fiesta?

Andrés: Bueno, tengo que someterme a una disciplina rígida. Tengo que levantarme muy temprano cada día salvo el domingo para entrenarme, y por la tarde después del trabajo tengo que entrenarme unas dos horas más.

Jimena: Y, ¿eso es todo?

Andrés: No, también debo seguir una dieta equilibrada, no beber ni alcohol ni café y, desde luego, no puedo fumar.

Jimena: ¡Eso debe ser muy difícil para ti!

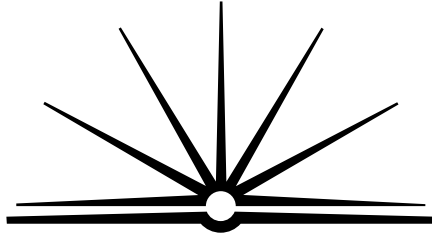
Andrés: Sí, pero como tú sabes el fútbol me apasiona; haré cualquier cosa por él, aunque no pueda siempre salir de fiestas.

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Centre Number

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Student Number



B O A R D O F S T U D I E S
N E W S O U T H W A L E S

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Section II Part A Answer Booklet

General Instructions

- Answer Questions 10 – 11 in this answer booklet
- Write using blue or black pen
- Write your Centre Number and Student Number at the top of this page

Section II – Reading and Responding

Part A

Total marks (25)

Attempt Questions 10 – 11

Read both passages on pages 7 – 8 of the question paper and then answer the corresponding questions in ENGLISH in the spaces provided or, in the case of multiple-choice questions, tick the box corresponding to the correct response.

	Marks	Marker's use only
Question 10 (9 marks)		
(a) What is Cristina writing to María about?	1	
(b) How did she become involved in this activity?	1	
(c) Why was her first attempt NOT a positive experience?	1	
(d) How did this affect any future attempts? Give details.	2	
(e) List TWO aspects covered in the training program.	2	

	Marks	Marker's use only
Question 10 (continued)		
(f) What does she find difficult to put into words?	1	
.....		
.....		
(g) What does she want María to do?	1	
.....		
.....		
Question 11 (16 marks)		
(a) What has brought about a new phase in scientific investigation?	1	
.....		
.....		
(b) What concerns do Herbert and Clarisse raise about scientific development?	2	
.....		
.....		
.....		
(c) Based on Caroline and Rebecca's opinions, give TWO examples of scientific achievement.	2	
.....		
.....		
.....		
(d) Describe in detail the TWO types of scientists Peter mentions.	2	
.....		
.....		
.....		

Question 11 (continued)	Marks	Marker's use only								
(e) What hope is held for the millennium?	2									
(f) Compare and contrast the opinions of Andy and Carlos.	3									
(g) Excluding Andy and Carlos, which two people present the most opposed viewpoints? Give reasons for your choice.	3									
(h) Select the most appropriate title for this article. Tick the box corresponding to the correct response. <table border="0" data-bbox="268 1429 1061 1653"> <tr> <td data-bbox="268 1435 879 1469">(A) Science vs religion – what students think</td> <td data-bbox="1027 1435 1061 1469"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="268 1496 751 1529">(B) Young adults look to the future</td> <td data-bbox="1027 1496 1061 1529"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="268 1556 619 1590">(C) The limits of science</td> <td data-bbox="1027 1556 1061 1590"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="268 1617 815 1650">(D) Evolution – the case for and against</td> <td data-bbox="1027 1617 1061 1650"><input type="checkbox"/></td> </tr> </table>	(A) Science vs religion – what students think	<input type="checkbox"/>	(B) Young adults look to the future	<input type="checkbox"/>	(C) The limits of science	<input type="checkbox"/>	(D) Evolution – the case for and against	<input type="checkbox"/>	1	
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