

Spanish 12
June 2000 Provincial Examination
ANSWER KEY / SCORING GUIDE

Topics: 1. Reading Component
2. Writing Component

Multiple Choice

Q	K	C	T	Q	K	C	T
1.	B	U	1	9.	D	U	1
2.	B	U	1	10.	A	K	1
3.	C	U	1	11.	A	K	1
4.	D	U	1	12.	B	K	1
5.	D	U	1	13.	A	K	1
6.	A	K	1	14.	A	K	1
7.	B	U	1	15.	D	K	1
8.	D	K	1	16.	D	K	1

Multiple Choice = 16 marks

Written Response

Q	B	C	S	T
1.	1	K	1	2
2.	2	K	1	2
3.	3	K	1	2
4.	4	K	1	2
5.	5	K	2	2
6.	6	K	1	2
7.	7	K	1	2
8.	8	K	1	2
9.	9	K	2	2
10.	10	K	2	2
11.	11	K	1	2
12.	12	K	1	2
13.	13	K	1	2
14.	14	H	10	2
15.	15	H	10	2
16.	16	H	20	2

Written Response = 56 marks

Multiple Choice = 16

Written Response = 56

EXAMINATION TOTAL = 72 marks

LEGEND:

Q = Question Number

C = Cognitive Level

T = Topic

K = Keyed Response

S = Score

B = Score Box Number

PART A: READING COMPONENT

SECTION 1 – AUTHENTIC DOCUMENT A

Value: 7 marks

Suggested Time: 12 minutes

INSTRUCTIONS: Read the following brochure and answer questions 1 to 6 in **English**. Your answers must be based on the brochure. Complete sentences are **not** required.



Pase sus Vacaciones en el Mejor Camping de Galicia

Situado en uno de los parajes más extraordinarios de la costa gallega, al noroeste de España, el Camping Bayona Playa le ofrece para sus vacaciones unas instalaciones muy modernas.

Amplios bloques de servicios de cuya limpieza cuidamos las 24 horas del día. Duchas de agua caliente gratuita, lavabos, fregaderos, servicio para incapacitados, vaciado de baño químico, etc.

Cafetería con grandes terrazas sobre la misma playa en la bahía de Bayona. Restaurante con amplia variedad de platos regionales, nacionales e internacionales. Supermercado con una amplia oferta en productos de alimentación, venta de hielo y camping-gas. Tienda de prensa local, nacional e internacional, librería, artículos de playa, regalos—porcelana fina—y souvenirs. Cajas de seguridad. Visita médica. Sitios con conexión de electricidad, agua, desagüe y TV—vía satélite. Lavandería. Programa de animación.

El Camping Bayona Playa, totalmente rodeado de playa—mar y río—le ofrece la posibilidad de practicar una variedad de deportes acuáticos. Escuela de windsurf en el propio camping. Pesca en la bahía interior.

Y como complemento a todo ello, pase unos momentos inolvidables en compañía de su familia disfrutando de la magnífica piscina que ponemos a su disposición, así como del «GRAN TOBOGÁN ACUÁTICO», que hará las delicias de mayores y pequeños.



Zona de Camping.



Cafetería.



La playa.



La bahía interior.

1. Where is Camping Bayona Playa? Be specific. **(1 mark)**

Response:

Camping Bayona Playa is located

- on Bayona Bay.
- on the coast of Galicia.
- on the coast, in the northwest ($\frac{1}{2}$ mark) of Spain ($\frac{1}{2}$ mark).

2. Other than cafeteria service, name **four** services provided by Camping Bayona Playa. **(1 mark)**

Response:

Any **four** of the following for **1 mark**.

Camping Bayona Playa offers access to:

- bookstore
- chemical toilets
- electrical hook-ups
- hot water showers
- medical services
- satellite TV
- services for the disabled
- washrooms
- windsurfing (school)
- cafeteria / restaurant
- cleaning
- giftshop
- laundry
- newsstand
- security boxes
- supermarket
- water and drainage

Other answers may be possible.

NOTE TO MARKERS: Four correct answers for 1 mark.

Two or three correct answers for $\frac{1}{2}$ mark.

One correct answer 0 marks.

3. What feature does the cafeteria advertise? Be specific. **(1 mark)**

Response:

The cafeteria advertises (big) patios / terraces on the beach.

4. Name **three** items that you can buy at Camping Bayona Playa. **(1 mark)**

Response:

Any **three** of the following for **1 mark**.

At the store in Camping Bayona Playa you can buy

- ice.
- food.
- souvenirs.
- fine porcelain.
- items for the beach.
- gifts.
- propane.
- newspapers.
- bookstore items.

Other answers may be possible.

**NOTE TO MARKERS: Three correct answers for 1 mark.
Two correct answers for $\frac{1}{2}$ mark.
One correct answer 0 marks.**

5. List **four** activities available for those who enjoy the water. **(2 marks)**

Response:

Any **four** of the following for **2 marks**.

Those who enjoy the water will find

- fishing.
- swimming.
- waterslides.
- water sports.
- windsurfing (school).

NOTE TO MARKERS: $\frac{1}{2}$ mark for each correct answer.

6. What audience is this advertisement designed to target? **(1 mark)**

Response:

This advertisement is designed to target families (all ages).

SECTION 1 – AUTHENTIC DOCUMENT B

Value: 9 marks

Suggested Time: 12 minutes

INSTRUCTIONS: Read the following recipes and answer questions 7 to 13 in **English**. Your answers must be based on the recipes. Complete sentences are **not** required.

RECETAS DOS PLATOS DE ARROZ

El arroz es originario del Asia y los españoles lo llevaron a América. Allí forma una parte muy importante de la dieta, sobre todo en Centroamérica. Cada país tiene su manera especial de prepararlo y aquí tenemos dos recetas, una de Nicaragua y otra de Costa Rica.

GALLO PINTO

(plato típico de Nicaragua)

Ingredientes

(para 4 personas)

- 2 tazas de arroz cocido
- 1 cucharada de aceite
- 3 tazas de frijoles negros cocidos
- 1 cebolla cortada en anillos
- sal y pimienta

Preparación

1. En una sartén caliente el aceite y fríe la cebolla hasta que se dore¹.
2. Añade² el arroz y los frijoles y revuelve³ hasta que todo se combine y esté bien caliente.

Puedes acompañar este plato con chorizo español.

ARROZ A LA COSTA RICA



Ingredientes

(para 4 personas)

- 1 taza de arroz
- 1 cucharada de aceite
- 1 cebolla picada⁴ fina
- 1 tomate grande
- 1/2 cuchara de pimentón rojo en polvo
- 1/2 taza de frijoles rojos cocidos (opcional)

Preparación

1. Calienta el aceite y fríe el arroz con la cebolla.
2. Añade el tomate cortado en tajadas y el pimentón.
3. Cuando la mezcla está dorada añade agua hirviendo hasta cubrirla.
4. Deja cocinar a fuego lento durante 20 minutos. Añade los frijoles opcionales.

Este plato se sirve decorado con huevos duros.



Glosario:

¹dorar: to brown

²añadir: to add

³revolver: to stir

⁴picar: to chop

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7. How was rice introduced to the Central American diet? **(1 mark)**

Response:

- **Rice was introduced to the Central American diet by the Spaniards.**

8. Onion is an important ingredient common to both recipes. How should it be cut? **(1 mark)**

Response:

Gallo Pinto

- **calls for the onion to be cut into rings.**

Arroz a la Costa Rica

- **calls for finely cut (chopped) onion.**

9. How are the following ingredients used differently in these recipes? **(2 marks)**

Response:

Ingredient	Gallo Pinto	Arroz a la Costa Rica
Rice	2 cups cooked	1 cup raw / fried with onion
Beans	3 cups cooked (black) beans	½ cup cooked (red) beans (optional)

10. Explain when the rice should be added in the preparation of each recipe. **(2 marks)**

Response:

Gallo Pinto

- **Add rice after having sautéed the onion. (Step 2)**

Arroz a la Costa Rica

- **Fry the raw rice with the onion in the oil. (Step 1)**

11. How will you know when Gallo Pinto is ready? Give **two** details. **(1 mark)**

Response:

You know Gallo Pinto is ready when

- **it is well mixed.**
- **it is good and hot.**

12. What is the final step in the cooking of Arroz a la Costa Rica? **(1 mark)**

Response:

- **The final step in the cooking of Arroz a la Costa Rica is to allow it to cook for 20 minutes over a low heat (flame).**
- **Add bean (optional).**
- **Garnish with a hard-boiled egg.**

13. What are the serving suggestions for each dish? **(1 mark)**

Response:

Gallo Pinto

- **can be accompanied by Spanish sausage (chorizo).**

Arroz a la Costa Rica

- **can be served decorated with hard boiled eggs.**

PART B: WRITING COMPONENT
SECTION 4 – SHORT NOTE (E-MAIL)

Value: 10 marks

Suggested Time: 18 minutes

INSTRUCTIONS: Write an e-mail message in **Spanish**, using approximately 60 words, on the topic given below. Your finished work should take into consideration the following:

1. Appropriate tense(s)
2. Varied vocabulary
3. Idiomatic Spanish

You must **not** identify yourself or your school. Answer in **ink**.

14. You have recently discovered the web site for an organization that provides opportunities for student exchanges to Spanish-speaking countries. In your short e-mail, request details and specific information regarding these student exchanges. **(10 marks)**

Open-ended
Sample Response Shown

Para: antonio@españolmundial.com
Cuenta: kelly@studentmail.ca
Asunto: Español Mundial - Canadá

Según el anuncio de ustedes, proveen intercambios de estudiantes a países de habla hispana. ¿En qué países operan los intercambios? ¿Cuánto tiempo duran los intercambios? ¿Cuánto cuestan? Qué edad mínima deben tener los estudiantes? ¿Pueden los estudiantes elegir las familias con las que van a vivir? Necesito la información lo antes posible porque tengo que decidir pronto.

Muchas gracias y espero su respuesta.

SECTION 5 – POSTCARD

Value: 10 marks

Suggested Time: 18 minutes

INSTRUCTIONS: Write a postcard in **Spanish**, using approximately 60 words, on the topic given below. Your finished work should take into consideration the following:

1. Appropriate tense(s)
2. Varied vocabulary
3. Idiomatic Spanish

You must **not** identify yourself or your school. Answer in **ink**.

15. You are currently vacationing in Spain. Write a postcard to encourage a friend to join you for the last weeks of your stay. **(10 marks)**

Open-ended Sample Response Shown

Madrid, 9 de mayo

Querido Pepe;

Hace ya un mes que estoy aquí.

He visitado la Costa Brava, hice windsurf y nadé mucho. También fui a otras ciudades de España. Fui a bailar en una discoteca estupenda.

Conocí a mucha gente simpática. Quiero que vengas a pasar las últimas semanas de mayo con nosotros. Vamos a ir a recorrer el sur de España y las ciudades moriscas: Córdoba y Granada. ¡Te van a encantar! No puedes decir que no. Si compartimos los gastos va a ser muy barato. Llámame al hotel.

J. Martínez



SECTION 6 – DESCRIPTION

Value: 20 marks

Suggested Time: 30 minutes

INSTRUCTIONS: Write in **Spanish** on the topic given below. Your finished work should take into consideration the following:

1. Introduction, development, and conclusion to your piece of writing
2. Appropriate tense(s)
3. Varied vocabulary
4. Idiomatic Spanish

You must **not** identify yourself or your school.

Note: For a piece of writing to have “development” 100 words is a suggested minimum. Answer in **ink**.

16. A group of students from your school, Colegio Juárez, has made a positive contribution to the community. Write the feature article for the local newspaper. Don't forget the headline!

(20 marks)

Open-ended Sample Response Shown

Estudiantes mandan ayuda a las víctimas del terremoto.

Los estudiantes de la clase de español del Colegio Juárez organizaron una campaña de ayuda para las víctimas del terremoto en Guatemala. El terremoto ocurrió el 3 de mayo en Chichicastenango, un pueblo indígena en las montañas. Dos mil personas murieron y muchas más perdieron sus casas.

Los estudiantes dieron ropa y pidieron ropa a la comunidad para mandar a las víctimas del terremoto. Además organizaron un concierto de música latina con un concurso de baile latino para ganar dinero para comprar medicinas y agua purificada. Los estudiantes están muy orgullosos de su trabajo. Todavía aceptan donaciones porque piensan hacer un viaje para ayudar a construir una nueva escuela. Este grupo fue reconocido por el alcalde y recibió un premio por su contribución a la comunidad.

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GLOSSARY OF TERMS

Message/Information	A student's original response which communicates ideas, views and/or describes events, situations or experiences with supporting details and/or examples.
Idiom	Idiom is the use of Spanish expressions which do not represent word for word translation from English; e.g., <ul style="list-style-type: none">– Me divierto– Tengo 17 anos– Me falta(n)
Language	<ul style="list-style-type: none">• able to express ideas using appropriate verbal structures and tenses• sentence structure• spelling
Completes the task	<ul style="list-style-type: none">• Length of response meets the minimum suggested number of words.• Stays on topic.

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	Message/Information	Language	Vocabulary/Idiom
The 5 Response:	<ul style="list-style-type: none"> • has ideas that are well developed and flow clearly and logically • is well organized and on topic • completes the task 	<ul style="list-style-type: none"> • demonstrates a good understanding and control of appropriate verb tenses • has sentence structure which has some variety and may integrate transitional words to link thoughts • has errors which do not interfere with the meaning 	<ul style="list-style-type: none"> • has a good range of generally appropriate vocabulary/idioms which is generally correct
The 4 Response:	<ul style="list-style-type: none"> • has ideas that are adequately developed and generally clear • is organized and on topic • completes the task 	<ul style="list-style-type: none"> • demonstrates an understanding and control of appropriate verb tenses • attempts to go beyond basic sentence structure • has errors which may weaken the meaning 	<ul style="list-style-type: none"> • attempts to go beyond high frequency vocabulary/idioms and is generally correct with occasional errors.
The 3 Response:	<ul style="list-style-type: none"> • has ideas that are often simplistic and lack development • shows weak organization • has difficulty in completing the task or staying on topic 	<ul style="list-style-type: none"> • has difficulty in controlling appropriate verb tenses • demonstrates basic sentence structure • has errors which interfere with the meaning 	<ul style="list-style-type: none"> • has a limited range of vocabulary/idioms which may be inaccurate
The 2 Response:	<ul style="list-style-type: none"> • has limited ideas and development • shows minimal organization • does not complete the task 	<ul style="list-style-type: none"> • has verb tenses which are predominantly incorrect • has poor sentence structure • has errors which impede meaning 	<ul style="list-style-type: none"> • has a very limited range of vocabulary/idioms which is predominantly incorrect
The 1 Response:	<ul style="list-style-type: none"> • has very limited ideas and no sense of development • shows no organization • does not complete the task 	<ul style="list-style-type: none"> • has no control of verbs • has non-functional sentence structure • has errors which block meaning 	<ul style="list-style-type: none"> • has minimal vocabulary/idioms which may be frequently invented
The 0 Response:	<ul style="list-style-type: none"> • does not present enough message/information to be evaluated 		
NR	<ul style="list-style-type: none"> • a blank paper with no response given 		

END OF KEY