

2001 HSC Notes from  
the Examination Centre  
Spanish

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# 2001 NOTES FROM THE EXAMINATION CENTRE SPANISH

## Introduction

This document has been produced for the teachers and candidates of the Stage 6 courses in Spanish. It provides comments with regard to responses to the 2001 Higher School Certificate Examination, indicating the quality of candidates' responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2001 Higher School Certificate Examination, the marking guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Spanish.

## Beginners

### Speaking Skills Examination

#### Section I – Oral Reading

##### General Comments

Candidates read through the passage with confidence and a good level of fluency, mindful of using correct intonation and observing accentuation and the conventions required by punctuation such as commas, full stops, exclamation marks etc.

Some candidates experienced difficulties in rendering some of the words correctly, eg *sujetando*, *compañía*, *móviles*. Candidates are reminded that all sounds of the Spanish alphabet and their combinations may be tested in the Oral Reading passage and that they should be familiar with their pronunciation and capable of reproducing them. As numbers, prices, weights or dates may also form part of the text, candidates are urged to practise reading numbers etc out aloud to ensure greater fluency.

#### Section II – Speaking

##### General Comments

Candidates were resourceful in responding to the cues and chose a range of appropriate vocabulary to successfully meet the requirements of the cues.

The open-ended cues allowed candidates to draw on vocabulary and phrases of their own choosing and produced positive results overall. Many chose concepts that indicated cultural awareness as well as linguistic versatility.

Some candidates found particular concepts challenging, eg ‘at the moment’, ‘enough for two people’, ‘I am interested in’, and conveying ideas which happened in the past.

Candidates are reminded that they must practise all tenses covered in the course so that they can apply them as required by particular speaking or writing tasks. Practising alternative ways to say the same thing and finding synonyms for regularly recurring concepts prior to the final examination will notably increase mastery of the language and provide a rich bank of vocabulary and grammar items to draw upon in times of need.

## **Listening Skills Examination**

### **Listening and Responding**

#### **General Comments**

Overall, candidates performed well in the multiple-choice items. However, they were often challenged when required to furnish more complex answers. Generally, candidates needed to supply further relevant detail in the questions worth three or four marks, as well as link that information to the specific words from the question they answered. By simply listing isolated points or words at random, a candidate does not effectively demonstrate actual comprehension. Candidates need to analyse what they have heard and derive a response that meets the parameters set by each question.

Candidates must give careful attention to the instructions recorded on the audiocassette and also printed on the examination paper, and respond in English to the examination questions unless otherwise directed.

## **Written Examination**

### **Section I – Reading Skills**

#### **General Comments**

Candidates performed well in this section, although some attempted to literally translate *seguro*; *creadores*; *desconsiderado* or quoted directly from the text in order to support their answers. Answers are required to be in English. There was considerable confusion regarding Salvador Dalí’s link with *Chupa Chups*.

When candidates were required to draw inferences and provide a more global response they often did less well than when required to give a more straightforward answer.

### **Section II – Writing Skills**

#### **General Comments**

Most candidates attempted Question 6, the Guided Dialogue or Question 8(a), with only a few candidates attempting Questions 7 (a), 7(b) or 8(b).

It was pleasing to note that in most cases, candidates made a genuine attempt to address the parameters set by the question of their choice. With reference to the Guided Dialogue, most of the cues were attempted, although some candidates had difficulties with specific vocabulary items and phrases such as ‘receipt’, ‘return’, ‘you would prefer to give him the money’, and grammar items such as the use of past tenses. Candidates are reminded that they are expected to know and be able to use the tenses common to Spanish at Beginners level. They are also urged to check their work carefully for correct spelling, agreements of nouns/adjectives, subject/verb, gender/number before handing in their examination.

In Questions 7 and 8 candidates presented scripts which were generally more sophisticated with regard to the vocabulary and grammatical items used and appropriate to the text type they had chosen. Some candidates wrote their address following English letter-writing conventions. Correct conventions for letter-writing in Spanish must be followed. Candidates are again reminded that they should not identify themselves by stating their name or school.

## **Continuers**

### **Oral Examination**

#### **General Comments**

Candidates performed confidently in this examination on a wide range of topic areas. Most elaborated on their responses, producing a fluent, interesting and informative answer to each question posed by the examiner, especially with respect to their hobbies, pastimes, favourite foods and family. Some had difficulty in making comparisons between Australian and Hispanic lifestyles and in answering higher-order questions about responsibilities, future aspirations and the meaning of friendship.

While most candidates performed well, some restricted their responses to such an extent that they could not effectively 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’. Candidates are reminded that they are required to demonstrate ‘relevance and depth of treatment’ by supplying a detailed response, where appropriate, in order to demonstrate their linguistic proficiency and their ability to express themselves logically and coherently. It is also important to keep the conversation flowing, and to be consistent, interesting and relevant.

As some candidates stated their name, suburb, school and teacher while being recorded in response to questions such as *¿Cómo es/ describeme tu colegio /barrio/ casa/ zona?*, candidates are reminded that only the most general information is expected because they must not identify themselves in any way when attempting speaking or writing skills.

As many candidates discussed their preferred subjects at school and their intention to continue with tertiary study it is advisable that they know in advance how to say these in correct Spanish, rather than say them in English. Speaking in English during the course of the examination detracts from the ability to maintain a conversation in Spanish. If candidates cannot say something, another way to express the concept must be found and all use of English must be avoided.

Better candidates distinguished themselves through the use of a great variety of sophisticated vocabulary items and turns of phrase, eg *‘desahogar ese sentimiento’*, *‘con trabajo, dedicación, esmero ...’*. Responses from weaker candidates tended to include Anglicisms and Spanglish and to employ inappropriate forms of address such as *‘vos’*, more suited to conversations with family members or friends. Candidates are reminded that the Spanish Continuers’ Syllabus prescribes the use of ‘modern standard Spanish’. Candidates need to adopt a level of language and tone appropriate to an examination situation.

## Written Examination

### Section I – Listening and Responding

#### General Comments

Candidates performed better in certain parts of this section than in others. In general, the multiple-choice questions were handled well. Candidates were challenged by the questions that required an analysis of the information contained in the listening items. Candidates are reminded that they should include all relevant details in their responses. The mark value of a question relates to the demands of the response. The lines in the examination paper are a guide to the length of the response required. Candidates are reminded to read the instructions carefully and respond in the appropriate language, English or Spanish, as required.

Misreading questions proved costly to some (eg some mistook ‘diners’ for ‘dinners’ in Question 1).

Stronger candidates identified most if not all relevant elements in the various questions posed and answered with insight, while others demonstrated only a partial understanding of the content. A global understanding is required and more analytical interpretations are expected.

#### Specific Comments

Question 4 required candidates to respond with specific details and very few candidates carefully supplied all the relevant information required. Some candidates did not read the instructions sufficiently and therefore did not complete the table in Spanish as directed. A few candidates assumed that this instruction automatically referred to the rest of the paper therefore proceeded to respond in Spanish to all the subsequent questions. Care needs to be taken to follow instructions explicitly.

In Question 8(b) candidates were challenged by the need to analyse the strategies employed by the writers of the advertisement to engage the listener and to persuade them into purchasing the car. Stronger candidates were able to identify the use of linguistic features, such as adjectives and imperatives, and give examples of emotive and emphatic language. Less capable candidates focused on a mere reiteration of the car’s features and provided a summary of the advertisement without reaching any conclusions. A few candidates demonstrated an excellent understanding of the elements employed specifically to engage or persuade the listener and provided a coherent and comprehensive response.

## Section II – Reading and Responding

### Specific Comments

#### Part A

#### Question 9

The majority of candidates answered this question well, demonstrating a clear understanding of the subject of the text: disabled youth. Weaker candidates provided more generalised responses identifying the involvement of the disabled, or an employment program, but not capturing fully the global understanding of an employment program for disabled youth. As some candidates utilised expressions which are discriminatory with reference to the disabled, candidates are advised that there are words which are unacceptable both in the public arena and in an examination situation.

Most candidates demonstrated a partial understanding of the reasons why disabled youth suffered from discrimination in society. Many confused society's lack of knowledge and understanding of the capabilities of the disabled youth, referring to the disabled youth themselves as lacking knowledge and understanding. Stronger candidates explained clearly and coherently, with relevant details, that the disabled youth suffered from discrimination because society neither understood nor knew about their capacity to perform successfully in the workforce.

In Question 9(d) stronger candidates provided more comprehensive responses by supporting their response with appropriate evidence from the text.

In Question 9(e) most candidates identified that the program was successful but some could only identify limited reasons for this success. Stronger candidates demonstrated an understanding that this question required a more global response and provided explicit explanations supported by relevant evidence.

#### Question 10

Question 10(a) challenged many candidates. While most could identify the author's ability to keep going despite difficult circumstances, many could not compare this ability with the simile of the phoenix, an embodiment of the ability to rise from the ashes and soar.

In Question 10(b) many responses mentioned love and violence but only provided evidence of the love in the author's life. Stronger candidates identified the two elements and included appropriate references from the passage as evidence of these elements in the life of the author.

Question 10(d) required candidates to understand a sequence of events and the implications that this sequence had for the author. Weaker candidates confused not only the sequence but also the details within the sequence and were unable to clearly explain the implications for the author. Stronger candidates presented a coherent explanation of the events that led to the author beginning each new novel on the 8th of January.

On the whole Question 10(e) was poorly answered, with most candidates having difficulty explaining the meaning of the statement and then linking it to the author's writing style. Many candidates simply provided a translation of the statement without elaboration.



In Question 10(f) many candidates described the author's character and personality but did not support fully their claims with appropriate evidence from the passage. Weaker candidates responded with a simple list of adjectives. Stronger candidates identified aspects of the author's character and included direct references to the passage in support of their assertions, usually with quotations.

## Part B

### Question 11

The majority of candidates responded very well to this question. The responses demonstrated a good understanding of the conventions of the letter text type. Letters were well structured and addressed the required components. Candidates were able to draw upon the information contained within the stimulus letter and produce comprehensive responses. Even though some candidates misinterpreted *el instituto* to mean university, college or tertiary studies, they were able to write creative and interesting responses, looking beyond school life and projecting into the future, while still writing within the parameters set by the task. Weaker candidates had difficulties in manipulating *ser* and *estar* and the silent *h*. They were confused as to when to use *j* or *g*, *c* or *s* and *y* or *ll*. They also demonstrated a lack of understanding of the past tense, eg using *estado* for *he estado*. Candidates are reminded of the dangers inherent in rendering English expression into Spanish with cognates, eg *atender clase* for *asistir a clase*, *salvar dinero* for *ahorrar dinero* and *expensas* for *gastos*.

## Section III – Writing in Spanish

### General Comments

#### Question 12

Most candidates met the requirements of this question well. They also satisfactorily addressed the parameters set by the question of their choice. Both questions were equally popular.

Stronger candidates demonstrated considerable control of grammar and vocabulary items and presented a sophisticated piece of writing. Their responses also indicated a sound level of cultural awareness leading to their responses being interesting and convincing. It was heartening to note that the majority of candidates observed the requirement that they express themselves only in modern standard Spanish. Very few regionalisms were encountered. However, weaker responses demonstrated a general lack of knowledge of spelling conventions, with much confusion in the use of:

- 'll', 'y' and 'h'; 's' and 'c'; 'b' and 'v'
- in subject and verb, gender and number
- Anglicisms/English construction, eg *la familia hostia* (host family); *la familia que estoy con* (the family I am staying with).

## Specific Comments

### Question 12(a)

Most candidates structured their answers well, following the conventions required by the letter format. Some, however, wrote the address and date according to English conventions. Candidates are reminded that in Spanish, only the city and date are required, written as, for example, *Segovia, 8 de enero, 2001*.

Most candidates described their host families and its individuals in some detail and presented a wide variety of activities that they enjoyed doing with this family, that could be clearly identified as taking place in a Spanish-speaking country.

### Question 12(b)

While most candidates adhered to a diary format, a considerable number had multiple diary entries and/or recounted events over several days of a trip rather than limit themselves to the parameters of the question which anticipated that the events for only one day would be recounted. Most candidates set the scene in a Spanish-speaking country as required and captured the notion of a bus trip well, leading to interesting and sometimes comical accounts of their ‘extraordinary day’. However, given the number of candidates who set their account in Sydney and/or gave a detailed account of their actual time on a local, rather than a tourist bus, it must be stated that careful reading of the question is of paramount importance.

### Question 13

Most candidates addressed the broader issues raised by the topic area of their choice. However, many responses were limited by the fact that candidates used only simple language structures to express their views.

### Question 13(a)

This question was the more popular choice because the topic was one with which the candidates were familiar. They could draw upon their personal experience as a result of being exposed to similar counsel during their school life. They presented a wide range of ideas and sound advice for the prospective Year 12 cohort.

Candidates generally adhered to the required length for their task. While most were mindful of their target audience, not all followed the conventions of the text type required by this question. Candidates are advised to observe the correct discourse form elicited by their chosen topic.

Most responses were well expressed, with ideas progressing in a logical, coherent fashion. These also concluded by summing up what had been presented, wishing the Year 12 cohort all the best in their future endeavours and by farewelling the audience.

While most candidates expressed their views clearly and well, some responses were challenging to mark because of the significant number of orthographical errors. These responses were further marred because weaker candidates demonstrated only a very elementary grasp of the most basic grammatical structures. Candidates are reminded that correct spelling and expression gives their work credibility. Candidates are encouraged to plan their response before starting to write, and then, on completion of the task, to check it carefully for errors in spelling and tenses, agreements and Anglicisms.

## Extension

### Oral Examination

#### General Comments

Very few candidates found that speaking for two minutes on each of the topics of their choice was beyond them. Some even exceeded the prescribed limit. For the latter candidates, a word of advice: candidates should practise timing themselves speaking for two minutes on specific questions prior to the actual examination so that they learn to present a concise, coherent, logical and well-supported response within the specified time limit.

A few candidates were outstanding. They presented substantial and convincing arguments, revealing profound, analytical thought processes. The language they used was sophisticated, rich and expressive. Stronger candidates argued their point of view in a logical and convincing manner. They used lexical phrases such as *por un lado* and *por otro lado*, making comparisons and contrasting different points. They also concluded their arguments well, recapping the main points they had raised in their discussion.

All candidates are advised to round off their speech with a conclusion which relates back to the chosen topic and sums up their argument. This not only shows that they are focused, but also that they are mindful of the conventions of the text type.

The majority of candidates gave numerous examples to support their opinions. However, very few were able to link these examples to their chosen topic. Candidates are advised to always relate this information to the topic in order to present a more forceful and convincing argument.

Less capable candidates expressed themselves in a simple manner using a basic range of vocabulary and grammatical items, Anglicisms, Spanglish, eg *farmer*, *dishabilidades*, *la city*, *goles*, *marcas*. This affected their ability to demonstrate ‘clarity of expression’ and accuracy and variety of vocabulary and sentence structures.

A few candidates did not address the questions at all. Instead, many related lengthy events from the film *Barrio* in an attempt to reinforce their argument. These candidates were unable to establish any connection between their response and their chosen topic. It should be noted that questions do not require candidates to relate aspects from the film. Should candidates choose to comment on aspects from the film, they must ensure that the details they present are relevant to the response they have formulated.

While most candidates used points and keywords to develop their arguments, a few wrote lengthy responses and were seen to be reading directly from their notes. This is not only contrary to the rules of conduct for the Speaking examination but also inadvisable and counterproductive. In the fifteen minutes preparation time, it is anticipated that candidates will jot down a number of ideas to assist them in their elaboration of their chosen topics. It is very obvious when a candidate is reading directly from a script rather than discussing particular viewpoints because their delivery lacks spontaneity and naturalness.

## Written Examination

### Section I – Response to Prescribed Text

#### Specific Comments

#### Part A

#### Question 1

Most candidates demonstrated a satisfactory knowledge of the film and provided an answer to each question.

- (a) Most candidates provided a partial answer to this question, failing to include all relevant details. Candidates are advised to supply sufficient information based on their knowledge of the scene and its place within the context of the film.
- (b) Many candidates identified *machismo* referring to linguistic features, eg taunting, name-calling, argumentativeness and point-scoring contained within the scene chosen for analysis. The inclusion of specific linguistic examples was essential for the award of full marks.
- (c) Most candidates provided a comprehensive description of the atmosphere and discussed a limited number of film techniques (lighting, music, zoom, panning, colours, costume). Stronger candidates linked the description of the atmosphere with the use of appropriate film techniques and discussed how these techniques enhanced the impact of the scene on the viewer.
- (d) This was the most challenging question for the candidates. Stronger candidates presented highly sophisticated analyses of this scene with a significant number of concrete examples to support their point of view. In general, however, candidates presented limited arguments outlining the ways in which this particular scene portrayed the divisions in society.

#### Part B

#### Question 2

Most candidates demonstrated a good grasp of the film as a whole and a reasonable understanding of the scene chosen for analysis. Most responses addressed the task requirements adequately.

All candidates responded using the required text type – a diary entry. The task required the candidates to take on the persona of Manu and write from his perspective, discussing the feelings, fears and thoughts he experienced as a result of his near encounter with his father on the bus. Stronger candidates achieved this through their use of language structures and vocabulary appropriate to the character of Manu and his peer group as depicted in the film, eg *gilipollas*, *joderse*, *hostia*, *tías*, *vieja* and *me cago*. These candidates based their responses on five essential elements:

- i) the ridiculous situation of having to deliver pizzas by public transport
- ii) the embarrassment felt at the snickering of the other teenagers on the bus
- iii) the anxiety of not being able to deliver the pizza warm and on time, thereby risking his job security
- iv) the need to not be discovered by his father on the bus
- v) the curiosity related to his father's mysterious outing.

Weaker candidates were challenged by the task's requirements and their responses did not demonstrate an ability to empathise with the character and write as he would about what he thought, felt and feared given his experience on the bus. Candidates are encouraged to become thoroughly conversant with the film, the sequence of events, the individual characters and their innermost feelings, as well as the technical features of the film, in order to be able to provide a relevant, detailed and comprehensive response.

## Section II – Writing in Spanish

### Specific Comments

#### Question 3

Overall, candidates responded satisfactorily to this question. Most candidates discussed in some detail the role of a stable family and included examples as supporting evidence. Responses made reference to the causes of family instability but did not specifically discuss at length what consequences an unstable family environment might have for individuals later on in life. This was precisely what the task required and was evident in the responses from stronger candidates who presented coherent arguments which included references to the possible ramifications of family instability in an individual's adult life.

#### Question 4

On the whole, candidates attempting this question performed better than those who attempted Question 3 in that they addressed the requirements of the task more comprehensively. Many discussed with varying degrees of detail how communication reduces tension in relationships. A few candidates linked their arguments to the appropriate scene from the film *Barrio*. However, candidates are reminded that reference to the film is not necessary to address the task satisfactorily.

# Spanish Beginners

## 2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
<b>Section I: Speaking Skills Examination – Oral Reading</b>			
1	5	Making arrangements and telephoning/travel/shopping - article/advertisement	H2.4
<b>Section II: Speaking Skills Examination - Speaking</b>			
2	5	Making arrangements and telephoning	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
3	5	Holidays and Travel	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
4	5	Health and accidents	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
<b>Listening Skills Examination</b>			
1	1	Eating at home - conversation	H3.1, H3.2, H3.3
2	1	Health - advertisement	H3.1, H3.2, H3.3
3	2	Daily routine - conversation	H3.1, H3.2, H3.3
4	1+1	Daily routine – conversation - housing	H3.1, H3.2, H3.3
5	2	Making arrangements – leisure conversation	H3.1, H3.2, H3.3
6	1	Holidays and travel - telephone number - advertisement	H3.1, H3.2, H3.3
7	2	Holidays and travel - conversation	H3.1, H3.2, H3.3
8	1	Holidays and travel - numbers - announcement	H3.1, H3.2, H3.3
9	3	Leisure activities - conversation	H3.1, H3.2, H3.3
10	1	Shopping - announcement	H3.1, H3.2, H3.3
11	1	Encounters, meetings, , presentations - description	H3.1, H3.2, H3.3
12	2	Holidays and travel - description	H3.1, H3.2, H3.3
13	2	Making arrangements - advertisement	H3.1, H3.2, H3.3
14	2	Shopping - advertisement	H3.1, H3.2, H3.3
15	3	Encounters, work - description	H3.1, H3.2, H3.3
16	4	Holidays - description	H3.1, H3.2, H3.3

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
<b>Section I: Written Examination</b>			
1	4	Eating at home - recipe	H3.1, H3.2, H3.3, H4.1, H4.2
2	5	Leisure activities - article	H3.1, H3.2, H3.3, H4.1, H4.2
3	5	Shopping - advertisement	H3.1, H3.2, H3.3, H4.1, H4.2
4	6	Eating - narrative account	H3.1, H3.2, H3.3, H4.1, H4.2
5	10	Holidays and travel - letter	H3.1, H3.2, H3.3, H4.1, H4.2
<b>Section II: Written Examination</b>			
6	20	Shopping - dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8, H3.3
7	20	Leisure activities - dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
8(a)	20	Holidays and travel - letter	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
8b)	20	Making arrangements - letter	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

## 2001 HSC Spanish Beginners Marking Guidelines — Listening Skills

### Question 1

*Outcomes assessed: H3.1, H3.2, H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies correct 'time'	1

### Question 2

*Outcomes assessed: H3.1, H3.2, H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• (D) Toothpaste	1

### Question 3

*Outcomes assessed: H3.1, H3.2, H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• Provides both details	2
• Provides one detail	1



**Question 4***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides any 2 details	2
• Provides one detail	1

**Question 5***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the text	2
• Provides relevant details from the text	
• Demonstrates an understanding of the text by providing some detail	1

**Question 6***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (A) 76 93 58 47	1

**Question 7***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides both details	2
• Provides one detail	1

**Question 8***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (D) the bus is leaving from a different bay	1

**Question 9 (a)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies where they will spend the day	1

**Question 9 (b)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the text	2
• Provides relevant details from the text	
• Demonstrates an understanding of the text	1

**Question 10***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (C) summer clothing for men and women is on sale	1

**Question 11***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (A) blonde hair, wearing jeans and boots	1

**Question 12***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the contrast and diversity that Peru offers</li><li>• Provides relevant details</li></ul>	2
<ul style="list-style-type: none"><li>• Demonstrates an understanding of the text by providing some detail</li></ul>	1

**Question 13 (a)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• waiter</li></ul>	1

**Question 13 (b)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• (B) presents well and has experience</li></ul>	1

**Question 14***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates why this offer is attractive</li></ul>	2
<ul style="list-style-type: none"><li>• Demonstrates understanding of isolated reasons</li></ul>	1

**Question 15 (a)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies problem facing Susanna	1

**Question 15 (b)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies whether the problem was resolved successfully	2
• Provides an explanation of its resolution	
• Identifies whether the problem was resolved successfully	1

**Question 16***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates an ability to analyse perceptively the information presented in the text	4
• A detailed explanation of the contrast of the location for city dwellers	
• Presents and explains relevant references from the text	
• Presents a detailed explanation of the contrast by citing relevant references	3
• Cites a number of activities, with minimal attempt at explaining their significance	2
• Cites one or two activities, without explaining their significance	1

## **2001 HSC Spanish Beginners**

### **Marking Guidelines — Speaking Skills**

#### **Section I — Oral Reading (5 marks)**

#### **Question 1 (5 marks)**

*Outcomes assessed: H2.4*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Reads confidently and fluently with correct intonation, pronunciation and accentuation</li><li>• Competently and accurately recognises Spanish script</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates good oral reading skills, with some minor inaccuracies</li></ul>	4
<ul style="list-style-type: none"><li>• Reads coherently, but pauses regularly, with some repetitions and mispronunciations</li></ul>	3
<ul style="list-style-type: none"><li>• Regularly pauses, repeats words/phrases and mispronounces Spanish</li></ul>	2
<ul style="list-style-type: none"><li>• Frequently hesitates and makes errors in pronunciation</li></ul>	1

**Section II — Speaking** (15 marks)**Question 2** (4 marks)*Outcomes assessed: H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Uses Spanish appropriately to convey the meaning of the cues</li><li>• Demonstrates some control of complex Spanish structures</li></ul>	4
<ul style="list-style-type: none"><li>• Uses Spanish satisfactorily to convey the meaning of the cues</li><li>• Demonstrates an appropriate range of language and structures</li></ul>	3
<ul style="list-style-type: none"><li>• Uses Spanish adequately to convey the meaning of the cues</li></ul>	2
<ul style="list-style-type: none"><li>• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Spanish</li></ul>	1

**Question 3** (5 marks)*Outcomes assessed: H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Uses Spanish accurately to convey the meaning of the cues</li><li>• Demonstrates control of complex Spanish structures (within the context of the Beginners course)</li></ul>	5
<ul style="list-style-type: none"><li>• Uses Spanish appropriately to convey the meaning of the cues</li><li>• Demonstrates some control of complex Spanish structures</li></ul>	4
<ul style="list-style-type: none"><li>• Uses Spanish satisfactorily to convey the meaning of the cues</li><li>• Demonstrates an appropriate range of language and structures</li></ul>	3
<ul style="list-style-type: none"><li>• Uses basic Spanish to convey the meaning of the cues</li></ul>	2
<ul style="list-style-type: none"><li>• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Spanish</li></ul>	1

**Question 4** (6 marks)*Outcomes assessed: H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Uses Spanish accurately to convey the meaning of the cues</li><li>• Demonstrates control of complex Spanish structures (within the context of the Beginners course)</li></ul>	5 – 6
<ul style="list-style-type: none"><li>• Uses Spanish appropriately to convey the meaning of the cues</li><li>• Demonstrates some control of complex Spanish structures</li></ul>	4
<ul style="list-style-type: none"><li>• Uses Spanish satisfactorily to convey the meaning of the cues</li><li>• Demonstrates an appropriate range of language and structures</li></ul>	3
<ul style="list-style-type: none"><li>• Uses basic Spanish to convey the meaning of the cues</li></ul>	2
<ul style="list-style-type: none"><li>• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Spanish</li></ul>	1

## 2001 HSC Spanish Beginners Marking Guidelines — Written Examination

### Section I — Reading Skills

#### Question 1 (a)

*Outcomes assessed: H3.1, H3.2, H3.3, H4.1, H4.2*

#### MARKING GUIDELINES

Criteria	Marks
• (C) a dessert	1

#### Question 1 (b)

*Outcomes assessed: H3.1, H3.2, H3.3, H4.1, H4.2*

#### MARKING GUIDELINES

Criteria	Marks
• The packet ingredients/the mix	2
• Milk	
• Names one of the above ingredients	1

#### Question 1 (c)

*Outcomes assessed: H3.1, H3.2, H3.3, H4.1, H4.2*

#### MARKING GUIDELINES

Criteria	Marks
• Cold/from the fridge	1



**Question 2 (a)***Outcomes assessed: H3.1, H3.2, H3.3, H4.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (D) El origen de la ola	1

**Question 2 (b)***Outcomes assessed: H3.1, H3.2, H3.3, H4.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies occasion or time	1

**Question 2 (c)***Outcomes assessed: H3.1, H3.2, H3.3, H4.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies correct reason	1

**Question 2 (d)***Outcomes assessed: H3.1, H3.2, H3.3, H4.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies two appropriate emotions	2
• Identifies one appropriate emotion	1

**Question 3 (a)***Outcomes assessed: H3.1, H3.2, H3.3, H4.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (B) owners of small dogs	1

**Question 3 (b)***Outcomes assessed: H3.1, H3.2, H3.3, H4.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Presents two detailed reasons	2
• Presents one detailed reason	1

**Question 3 (c)***Outcomes assessed: H3.1, H3.2, H3.3, H4.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the text	2
• Demonstrates partial understanding of the text	1

**Question 4 (a)***Outcomes assessed: H3.1, H3.2, H3.3, H4.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the text	3
• Provides detailed explanation of the connection	
• Provides an explanation of the connection with the inclusion of some of the details	2
• Demonstrates limited understanding of the connection between the two	1

**Question 4 (b) (i)***Outcomes assessed: H3.1, H3.2, H3.3, H4.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• It now has a plastic stick instead of a wooden one	1

**Question 4 (b) (ii)***Outcomes assessed: H3.1, H3.2, H3.3, H4.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies both reasons for the change	2
• Identifies one reason for the change	1

**Question 5 (a)***Outcomes assessed: H3.1, H3.2, H3.3, H4.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (A) He is a tour leader	1

**Question 5 (b)***Outcomes assessed: H3.1, H3.2, H3.3, H4.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies both problems	2
• Identifies one problem	1

**Question 5 (c)***Outcomes assessed: H3.1, H3.2, H3.3, H4.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Describes Mr Ruiz's behaviour	2
• Provides details of the impact of his behaviour on others	
• Describes Mr Ruiz's behaviour	1
OR • Comments on the impact of his behaviour on others	

**Question 5 (d)***Outcomes assessed: H3.1, H3.2, H3.3, H4.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies both details	2
• Identifies one detail	1

**Question 5 (e)***Outcomes assessed: H3.1, H3.2, H3.3, H4.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates the ability to analyse the text perceptively and to draw appropriate conclusions • Explains relevant details	3
• Demonstrates an understanding of the text • Presents relevant details	2
• Presents isolated details	1

## Section II — Writing Skills

### Questions 6 (response to dialogue)

*Outcomes assessed: H2.1, H2.2, H2.3, H2.5, H2.7, H2.8, H3.3*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates the use of appropriate vocabulary and sophisticated language structures</li> <li>• Demonstrates a high degree of accuracy with only minor errors</li> <li>• Sequences and structures information coherently and effectively</li> </ul>	17 – 20
<ul style="list-style-type: none"> <li>• Demonstrates the use of appropriate vocabulary and language structures</li> <li>• Demonstrates a degree of accuracy with occasional (sometimes even significant) errors</li> <li>• Sequences and structures information effectively</li> </ul>	13 – 16
<ul style="list-style-type: none"> <li>• Uses only basic vocabulary and simple language structures</li> <li>• Demonstrates some consistency in the use of language, with more frequent errors, but communication is generally achieved</li> <li>• Organises and sequences some information</li> </ul>	9 – 12
<ul style="list-style-type: none"> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Achieves limited communication, using single words, set formulae and anglicisms to express information</li> <li>• Demonstrates little evidence of organisation and sequencing</li> </ul>	5 – 8
<ul style="list-style-type: none"> <li>• Uses single words, set phrases in isolation and anglicisms</li> <li>• Barely addresses cues</li> <li>• Demonstrates minimal knowledge of vocabulary and language structures</li> </ul>	1 – 4

**Section II (continued)**  
(response to letter)

**Questions 7 and Question 8**

*Outcomes assessed: H2.1, H2.2, H2.3, H2.5, H2.7, H2.8*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents and develops relevant information, ideas and/or opinions</li> <li>• Demonstrates a wide range of vocabulary and language structures</li> <li>• Demonstrates a high degree of accuracy with only minor errors</li> <li>• Sequences and structures ideas and information effectively</li> <li>• Correctly observes all conventions of the discourse form</li> </ul>	17 – 20
<ul style="list-style-type: none"> <li>• Presents and develops relevant information, ideas and/or opinions</li> <li>• Demonstrates some variety of vocabulary and language structures</li> <li>• Demonstrates a degree of accuracy with occasional (sometimes even significant) errors</li> <li>• Sequences and structures ideas and information coherently</li> <li>• Observes all conventions of the discourse form</li> </ul>	13 – 16
<ul style="list-style-type: none"> <li>• Presents some relevant information, ideas and/or opinions</li> <li>• Uses only basic vocabulary and simple language structures</li> <li>• Demonstrates some consistency in the use of language, with more frequent errors, but generally achieves communication</li> <li>• Organises and sequences some information</li> <li>• Generally observes conventions of the discourse form</li> </ul>	9 – 12
<ul style="list-style-type: none"> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Achieves limited communication, using single words, set formulae and anglicisms to express information</li> <li>• Demonstrates little evidence of organisation and sequencing</li> <li>• Is often repetitive</li> <li>• Rarely observes conventions of the discourse form</li> </ul>	5 – 8
<ul style="list-style-type: none"> <li>• Uses single words, set phrases in isolation and anglicisms</li> <li>• Barely addresses topic</li> <li>• Demonstrates minimal knowledge of vocabulary and language structures</li> </ul>	1 – 4

# Spanish Continuers

## 2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
<b>Oral Examination</b>			
	20	Conversation Covering Student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
<b>Section I: Listening and Responding</b>			
1	2	Spanish - speaking communities/lifestyles - conversation	H3.1, H3.2
2	1	Spanish - speaking communities/lifestyles - interview	H3.1, H3.2
3	2	Changing world/current issues - advertisement	H3.1, H3.2
4	3	Changing world/world of work - advertisement	H3.1, H3.2
5	4	Spanish - speaking communities/travel and tourism - advertisement	H3.1, H3.2
6	4	Individual/feelings, attitudes, opinions and preferences - conversation	H3.1, H3.2
7	4	Changing world/current issues - news item	H3.1, H3.2
8	5	Individual/feelings, attitudes, opinions, preferences - advertisement	H3.1, H3.2
<b>Section II: Reading and Responding - Part A</b>			
9	10	World of work/employment, careers/equality - article	H3.1, H3.2
10	15	Arts and entertainment/significant people - reported interview	H3.1, H3.2
<b>Section II: Reading and responding - Part B</b>			
11	15	Youth issues and future aspirations and education - letter	H1.2, H1.3, H1.4, H3.1, H3.2
<b>Section III: Writing in Spanish</b>			
12	6	Lifestyles - informal letter/diary entry - travel and tourism	H2.1, H2.2, H2.3
13	9	Feelings, attitudes, opinions and preferences - youth issues - speech/report	H2.1, H2.2, H2.3

## 2001 HSC Spanish Continuers Marking Guidelines — Oral Examination

**Conversation** (20 marks)

*Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H2.1, H2.3*

### MARKING GUIDELINES

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



## 2001 HSC Spanish Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1 (a)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• They are sisters	1

#### Question 1 (b)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• They swap their meal	1

#### Question 2

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• (A) Lo recomendaría hasta para mi abuela	1

**Question 3***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Identifies the reason for the need for announcement</li><li>Provides detailed explanation</li></ul>	2
<ul style="list-style-type: none"><li>Identifies the reason for the need for an announcement, with limited explanation</li></ul>	1

**Question 4***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Correctly identifies all three details</li></ul>	3
<ul style="list-style-type: none"><li>Correctly identifies two details</li></ul>	2
<ul style="list-style-type: none"><li>Correctly identifies one detail</li></ul>	1

**Question 5 (a)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Identifies those people who would be particularly interested in the destination</li><li>Provides relevant details</li></ul>	3
<ul style="list-style-type: none"><li>Identifies those people who would be particularly interested in the destination</li><li>Provides some relevant details</li></ul>	2
<ul style="list-style-type: none"><li>Identifies isolated details</li></ul>	1

**Question 5 (b)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>(B) Pensioners and groups of more than 20 people</li></ul>	1

**Question 6 (a)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides both details	2
• Provides one detail	1

**Question 6 (b)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates the ability to interpret information from the text	2
• Explains in detail two reasons why this gift was so special	
• Presents and gives details on one reason	1

**Question 7 (a)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies parrots and one relevant detail about their circumstances	1

**Question 7 (b)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Identifies that the Government has introduced measures to counter the illegal trafficking of animals</li><li>Comments on the success of the strategy</li><li>Analyses perceptively the positives in the way the government has implemented the strategy</li></ul>	3
<ul style="list-style-type: none"><li>Identifies what the Government has done</li><li>Demonstrates partial understanding of the Government's implementation of its strategy</li></ul>	2
<ul style="list-style-type: none"><li>Identifies what the Government has done</li></ul> OR <ul style="list-style-type: none"><li>Provides one relevant detail</li></ul>	1

**Question 8 (a)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Correctly identifies the intended audience, providing relevant detail</li></ul>	1

**Question 8 (b)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Demonstrates a perceptive ability to analyse and evaluate the language used to entice the listener</li><li>Supports the answer with appropriate references from the text</li><li>Provides detailed explanations of the references</li></ul>	4
<ul style="list-style-type: none"><li>Demonstrates an understanding of how the language is used to entice the listener</li><li>Supports the answer with some appropriate references from the text</li><li>Explains in detail some references</li></ul>	3
<ul style="list-style-type: none"><li>Cites 2–3 appropriate references from the texts, with limited explanation</li></ul>	2
<ul style="list-style-type: none"><li>Cites 1 or 2 appropriate references from the text</li></ul>	1

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Employment program for disabled youth	1

#### Question 9 (b)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Explains reasons for the discrimination of young disabled people	2
• Demonstrates partial understanding of the reasons for the discrimination	1

#### Question 9 (c)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Describes the role of the Discar Foundation	3
• Refers to relevant details in the text	
• Describes the role of the Discar Foundation, with some detail	2
• Identifies one detail that relates to the Discar Foundation	1

**Question 9 (d)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Explains the degree to which this program has been successful</li><li>Supports the answer with relevant detailed references to the text</li></ul>	4
<ul style="list-style-type: none"><li>Describes the success of the program</li><li>Supports the answer with relevant references to the text</li></ul>	3
<ul style="list-style-type: none"><li>Identifies that the program has been successful</li><li>Refers to two positive benefits of the program</li></ul>	2
<ul style="list-style-type: none"><li>Refers to one positive benefit of the program</li></ul>	1

**Question 10 (a)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Explains the image of the phoenix</li><li>Explains the significance of the comparison</li></ul>	2
<ul style="list-style-type: none"><li>Describes the image of the phoenix</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>Refers to the writer's ability to keep going</li></ul>	1

**Question 10 (b)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Identifies the two elements that motivate her to write</li><li>Explains in details how they are evident in her life</li></ul>	2
<ul style="list-style-type: none"><li>Identifies one element</li><li>Details how it is evident in her life</li></ul>	1

**Question 10 (c)**
*Outcomes assessed: H3.1, H3.2*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• (C) Clears her mind</li> </ul>	1

**Question 10 (d)**
*Outcomes assessed: H3.1, H3.2*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of how 8 January became significant because of her grandfather's death</li> <li>• Explains the details of how her actions on that day became symbolic for her future life</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of what happened on 8 January</li> <li>• Demonstrates an understanding of the link between that event and why 8 January is so significant</li> </ul>	2
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of what happened on 8 January</li> </ul>	1

**Question 10 (e)**
*Outcomes assessed: H3.1, H3.2*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the significance of the quotation</li> <li>• Demonstrates breadth and depth of understanding of the relationship between the sentence and the author's method of writing</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the significance of the quotation</li> <li>• Demonstrates some understanding of the link between the sentence and the author's method of writing</li> </ul>	2
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the quotation</li> </ul> OR <ul style="list-style-type: none"> <li>• Provides one detail of the author's method of writing</li> </ul>	1

**Question 10 (f)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Analyses the text and draws perceptive conclusions about the author's character</li><li>Demonstrates breadth and depth of understanding of her character</li><li>Supports the answer with relevant, detailed references to the text</li></ul>	4
<ul style="list-style-type: none"><li>Demonstrates breadth of understanding of the author's character</li><li>Demonstrates some ability to draw conclusions about her character</li><li>Supports the answer with relevant references to the text</li></ul>	3
<ul style="list-style-type: none"><li>Identifies some of the author's character traits</li><li>Provides limited supporting evidence from the text</li></ul>	2
<ul style="list-style-type: none"><li>Identifies limited detail about the author's character</li></ul>	1



## Section II (continued)

### Part B

#### Question 11

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

#### MARKING GUIDELINES

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

## Section III — Writing in Spanish

### Question 12

*Outcomes assessed: H2.1, H2.2, H2.3*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Writes descriptively with well-selected information relevant to the demands of the task</li><li>• Demonstrates extensive knowledge and understanding of relevant and appropriate vocabulary, tense, adjectives, adverbs and syntax</li><li>• Manipulates language authentically and creatively to describe</li><li>• Sequences and structures information coherently and effectively</li></ul>	5 – 6
<ul style="list-style-type: none"><li>• Writes descriptively to meet the general requirements of the task</li><li>• Demonstrates a satisfactory knowledge and understanding of relevant vocabulary, tense, adjectives, adverbs and syntax</li><li>• Sequences and structures information effectively</li></ul>	3 – 4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the requirements of the task</li><li>• Demonstrates an elementary knowledge and understanding of relevant vocabulary, adjectives and adverbs with evidence of the influence of English syntax and vocabulary</li><li>• Demonstrates limited evidence of the ability to organise information</li></ul>	1 – 2

**Question 13**

*Outcomes assessed: H2.1, H2.2, H2.3*

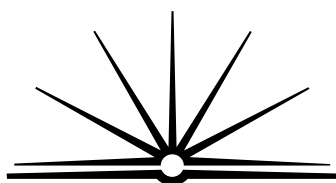
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax</li> <li>• Manipulates language authentically and creatively to persuade and evaluate</li> <li>• Sequences and structures ideas and information coherently and effectively</li> </ul>	8 – 9
<ul style="list-style-type: none"> <li>• Demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax</li> <li>• Manipulates language with some degree of authenticity and creativity to persuade, reflect and evaluate</li> <li>• Sequences and structures ideas and information effectively</li> </ul>	6 – 7
<ul style="list-style-type: none"> <li>• Presents information and a range of ideas and/or opinions in order to persuade and evaluate</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood and syntax</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	4 – 5
<ul style="list-style-type: none"> <li>• Presents some information, opinions or ideas relevant to the task</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	2 – 3
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the requirements of the task</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words, set formulae and anglicisms to express information</li> </ul>	1

# Spanish Extension

## 2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
<b>Oral Examination</b>			
1	5	Divisions in Society/marginalisation - monologue	H1.1, H1.2
2	5	Searching for identity/isolation - monologue	H1.1, H1.2
3	5	Searching for identity/conformity, rebellion - monologue	H1.1, H1.2
<b>Written Examination</b>			
1	15	Extract from movie "Barrio"	H2.1, H2.2, H2.3
2	10	Extract from movie "Barrio" - diary entry	H2.1
3	15	Searching for identity/self esteem, aspirations - short essay	H1.1, H1.2
4	15	Tensions in relationships/importance of relationships - article	H1.1, H1.2



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## 2001 HSC Spanish Extension Marking Guidelines — Oral Examination

**Monologue** (10 marks)

**Questions 1–3**

*Outcomes assessed: H1.1, H1.2*

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Presents and develops a sophisticated, coherent argument</li><li>• Demonstrates breadth and depth in the treatment of relevant ideas and information</li><li>• Communicates confidently and fluently with correct intonation and pronunciation</li><li>• Communicates with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li></ul>	5
<ul style="list-style-type: none"><li>• Presents and develops a coherent argument</li><li>• Demonstrates breadth and some depth in the use of relevant ideas and information</li><li>• Communicates effectively, with some degree of fluency and authenticity</li><li>• Communicates with a range of vocabulary, language structures and complex sentences, but with some inaccuracies of expression or syntax</li></ul>	4
<ul style="list-style-type: none"><li>• Attempts to present and develop a coherent argument</li><li>• Supports the argument with a range of relevant examples</li><li>• Communicates with some degree of fluency, but with repetition and inaccuracies in grammar and vocabulary</li></ul>	3
<ul style="list-style-type: none"><li>• Attempts to present an argument using some relevant information or ideas with limited fluency of presentation</li><li>• Communicates using simple sentences and language structures and a limited vocabulary with pauses and errors</li></ul>	2
<ul style="list-style-type: none"><li>• Communicates some relevant information or ideas with pauses and repetitions</li><li>• Communicates using simple sentences and language structures, set formulae, limited vocabulary with evidence of English syntax and vocabulary</li></ul>	1

## 2001 HSC Spanish Extension Marking Guidelines — Written Examination

### Section I — Response to Prescribed Text Part A

#### Question 1 (a)

*Outcomes assessed: H2.1, H2.2, H2.3*

#### MARKING GUIDELINES

Criteria	Marks
• Provides correct contextual details	2
• Provides two contextual details	1

#### Question 1 (b)

*Outcomes assessed: H2.1, H2.2, H2.3*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Correctly identifies evidence of <i>machismo</i></li> <li>• Makes specific reference to relevant linguistic features</li> <li>• Explains in detail the relationship between <i>machismo</i> and linguistic features</li> </ul>	4
<ul style="list-style-type: none"> <li>• Identifies evidence of <i>machismo</i></li> <li>• Makes specific reference to relevant linguistic features</li> <li>• Explains relationship between <i>machismo</i> and linguistic features</li> </ul>	3
<ul style="list-style-type: none"> <li>• Makes mention of <i>machismo</i>, with limited reference to linguistic features</li> </ul>	2
<ul style="list-style-type: none"> <li>• Makes limited mention of <i>machismo</i>, without relating it to linguistic features</li> </ul>	1

**Question 1 (c)***Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates breadth and depth in the description of the atmosphere</li><li>• Provides detailed description of film techniques used and how these contribute to creating the atmosphere</li></ul>	4
<ul style="list-style-type: none"><li>• Provides a comprehensive description of the atmosphere</li><li>• Describes and explains a number of film techniques</li><li>• Demonstrates an understanding of how these techniques contribute to creating the atmosphere</li></ul>	3
<ul style="list-style-type: none"><li>• Provides a basic description of the atmosphere</li><li>• Demonstrates partial understanding of the link between the film techniques used and the atmosphere thereby created</li><li>• Makes reference to at least two relevant film techniques</li></ul>	2
<ul style="list-style-type: none"><li>• Demonstrates only very limited understanding of the link between the atmosphere and the film technique used</li><li>• Makes reference to one relevant film technique</li></ul>	1

**Question 1 (d)**

*Outcomes assessed: H2.1, H2.2, H2.3*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates a sophisticated and perceptive analysis of the way in which this scene underlines the prescribed issue of divisions in society between the ‘have nots’ and the ‘have nothings’ ie the migrants living in the tunnel</li> <li>• Demonstrates a perceptive understanding of the various contrasts, comparisons and parallels highlighted and implied</li> <li>• Supports the answer with detailed references to the scene</li> <li>• Comments on the effectiveness of the film in creating images that underline these divisions</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates breadth of understanding of the way in which this scene underlines divisions in society</li> <li>• Demonstrates an understanding of the contrasts, comparisons and parallels in the scene</li> <li>• Provides some relevant references to the scene and mentions their significance</li> <li>• Comments on some of the images created and their relationship with the prescribed theme</li> </ul>	3 – 4
<ul style="list-style-type: none"> <li>• Demonstrates a basic understanding of the way in which this scene underlines divisions in society</li> <li>• Provides at least one to two relevant references to the text, but with limited, if any, comments</li> </ul>	1 – 2



## Section I — Response to Prescribed Text

### Part B

#### Question 2

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a perceptive and sensitive understanding of the prescribed text</li><li>• Demonstrates flair and originality in the approach taken</li><li>• Manipulates language authentically and creatively to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	9 – 10
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the prescribed text</li><li>• Demonstrates some flair in the approach taken</li><li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	7 – 8
<ul style="list-style-type: none"><li>• Demonstrates an understanding of the prescribed text</li><li>• Demonstrates a satisfactory control of vocabulary and sentence structures</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	5 – 6
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the prescribed text</li><li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li><li>• Writes within the parameters of the task</li></ul>	3 – 4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the prescribed text</li><li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures</li></ul>	1 – 2

## Section II — Writing in Spanish

### Questions 3 and 4

*Outcomes assessed: H1.1, H1.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents and develops a sophisticated, coherent argument, discussion or explanation</li> <li>• Writes effectively and perceptively for a specific audience, purpose and context</li> <li>• Demonstrates breadth and depth in the treatment of relevant ideas</li> <li>• Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li> </ul>	13 – 15
<ul style="list-style-type: none"> <li>• Presents and develops a coherent argument, discussion or explanation</li> <li>• Writes effectively for a specific audience, purpose and context</li> <li>• Demonstrates breadth and some depth in the use of relevant supporting material and examples</li> <li>• Writes accurately using a range of vocabulary and sentence structures</li> </ul>	10 – 12
<ul style="list-style-type: none"> <li>• Attempts to present and develop a coherent argument, discussion or explanation</li> <li>• Writes with some understanding of audience, purpose and context</li> <li>• Supports points with relevant material and examples</li> <li>• Writes using a range of vocabulary and sentence structures</li> </ul>	7 – 9
<ul style="list-style-type: none"> <li>• Presents some relevant information, opinions or ideas</li> <li>• Demonstrates the use of appropriate supporting materials</li> <li>• Demonstrates evidence of the use of complex sentences</li> </ul>	4 – 6
<ul style="list-style-type: none"> <li>• Presents some relevant information, opinions or ideas</li> <li>• Communicates primarily in simple sentences or set formulae</li> </ul>	1 – 3