

**2005 HSC Notes from
The Marking Centre
Spanish**

© 2006 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School candidates in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
- to acknowledge that the Material is provided by the Board of Studies NSW
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by Board of Studies NSW
GPO Box 5300
Sydney 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: www.boardofstudies.nsw.edu.au

ISBN 1741473632

2006057

Contents

Beginners	4
Speaking Skills Examination	4
Section I – Oral Reading	4
Section II – Speaking	4
Written Examination	5
Beginners – Listening Skills	5
Beginners – Reading Skills	6
Beginners – Writing Skills	7
Continuers	8
Continuers – Listening and Responding	8
Continuers – Reading and Responding	9
Extension	12
Extension Written Examination	13
Section I – Response to Prescribed Text: <i>Barrio</i>	13
Section I – Response to Prescribed Text: <i>Los cachorros</i>	14
Section II – Writing in Spanish	14

2005 HSC NOTES FROM THE MARKING 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 2005 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

This document should be read along with the relevant syllabus, the 2005 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.

In 2005, 151 candidates attempted the Spanish Beginners examination, 181 attempted the Spanish Continuers examination and 66 attempted the Spanish Extension examination.

Beginners

Speaking Skills Examination

Section I – Oral Reading

General Comments

Most candidates performed well in this section. In the weaker responses, difficulties were encountered with cognates such as *vitaminas*, *dieta* and *general*, and words like *hospital* and *hígado* where the *h* is silent. Other words that candidates found challenging were *enseguida* and *exquisita* due to the rules governing the pronunciation of the letter *u* when preceded by a *g* or a *q*. Correct accentuation also proved challenging, particularly when it meant whether to break up the diphthong *ía* in *pastelería* and *carnicería* or not like in *farmacia*. Correct intonation in questions also proved challenging for some candidates.

Section II – Speaking

General Comments

Overall the speaking questions were well tackled by the majority of the candidature. Most made an attempt to respond to all the cues and by and large a good range of vocabulary was used along with a relatively high degree of grammatical accuracy.

Question 2

All candidates provided a greeting, but not always in the correct register, ie informal *tú – Cómo estás?* Some perceived difficulty conjugating the verb *querer*, eg *Ana quieres estudio español*. With the introduction of the friend, some candidates did not make the correct gender agreement, eg *Este es Sofia*.

Question 3

The majority expressed the idea that they would be late but found it more challenging to specify ‘late for dinner’. Conjugation of the verb *estar* in the future tense proved challenging for some and *anoche* was often used instead of *esta noche*.

Question 4

This question proved to be challenging for most candidates. All candidates started this question strongly and were able to thank their friend but encountered difficulties in expressing ‘coming to visit’ and ‘hope’, opting for alternatives such as *querer ir*. The expression of ‘a minor accident’ also proved challenging and ideas here were limited with the majority of candidates choosing to say that they were sick. The use of the preterite tense, to explain what had happened, proved challenging.

Question 5

Candidates were quite creative in this question and for the most part accurate. In translating the word ‘luggage’, a variety of synonyms were used – *bolsa* and *mochila* being the most popular. However there was a wide range of adjectives used to describe the luggage and they talked about sizes, colours and shapes and there was accuracy in gender and number. Most candidates were able to say that they had come from somewhere but found it difficult to use the verb *llegar* correctly. There was much creativity in the stating of flight details. Very original also were many of the reasons given for the importance of getting the luggage back, with good use of verbs such as *querer* and *necesitar*.

Written Examination

Beginners – Listening Skills

General Comments

While most candidates were able to identify isolated details for the majority of the items, many did not link the information to the question or lacked a global understanding of the text.

Question 1

Most candidates managed to identify that there was a party (*una fiesta*) involved. Many were equally able to recall the time but did not link both facts to the mother and the fact that she was taking her time, therefore making the son anxious.

Question 2

Candidates needed to explain a change in the weather (from hot to cold) but the majority of responses identified only isolated data such as temperatures.

Question 4

Most candidates recognised that the caller had called the road service but could not link it to his embarrassment due to the fact that he had run out of petrol.

Question 5

This question was very well answered by most candidates.

Question 6

This item proved challenging to many candidates.

Question 7

It was essential that candidates write down the important points such as the purpose of the call and the importance of returning the call.

Question 8

This question proved challenging for most candidates. They were able to grasp isolated details such as time, money and the car but did not link this information.

Question 9

Many candidates were able to state details such as going to the beach and that the father was watching TV but could not explain how the daughter persuades her father.

Question 11

The best responses assessed the extent to which Mrs Cruz's decision was justified. The majority displayed an understanding of the language by the amount of detail in the responses but fewer linked this detail to the question.

Beginners – Reading Skills

Question 1

Most candidates understood what was required and were able to respond appropriately.

Question 2

Most candidates were able to understand the text enough to answer adequately, and responded well to the general nature of the question. Few addressed the particular aspect of who would buy the product 'in this way'.

Question 3

Both parts of this question were well answered.

Question 4

- (a) Overall this question was well answered, with the majority of responses clearly identifying the notion of desert, bush or outback.
- (b) Whilst the majority of candidates provided a vast amount of information in their responses, many did not address the notion of ‘advice’ and instead resorted to listing all the things they could do on the holiday.
- (c) This question was well answered by most candidates, managing ‘to profile’ the person that would be interested in this holiday.

Question 5

- (a) The great majority of the candidates answered that Jorge was writing to tell Ricardo of his trip but only the best responses included the element of Ricardo having said that Jorge would never travel.
- (b) This question was well answered by most candidates.
- (c) Only the best responses made reference to the sarcasm in Ricardo’s response.

Beginners – Writing Skills

Question 6

The guided dialogue format can seem more accessible but the candidates who attempted this question found it challenging, not having the vocabulary and language skills to achieve in the higher mark bands. Many interpreted the word country as *país* when it should have been *campo*. Other words that created difficulties were *escuela*, confusion between *bien* and *bueno*; gender and number agreements also proved a challenge.

Question 7

This question was quite well answered. There were some issues regarding the required text-type and an unrealistic concept of currency exchange, but overall these were minor issues.

Question 8

This question was generally well handled, although the majority found it challenging to express surprise with limited Spanish. Some language issues that arose were the use of *tener* and *ser*.

Continuers

General Comments

The better speakers provided complex, detailed responses in confident, authentic Spanish. They shared the responsibility for maintaining the flow of the conversation. Less able speakers, while still able to respond satisfactorily to the questions posed by the examiner, relied heavily on a learned range of structure and vocabulary, including Anglicisms such as TAFE, HSC, degree, subject, trials, formal and soccer. Common grammatical errors included number and gender agreement, syntax, some verb tenses and the use of ‘tags’, ie *y todo eso*. Some candidates still confuse *ser* and *estar*, *los* for *nos* and *por* and *para*. Candidates are reminded that this conversation focuses on their personal world and therefore they need to be very familiar with the necessary vocabulary to enable them to address topics such as their family, school and home life, interests and pastimes and future aspirations. Candidates are advised to regard the examination as a conversation rather than an interview.

Continuers – Listening and Responding

Questions 1 – 8

General Comments

Most candidates displayed good skills in understanding the texts at a factual level. However, many lacked the skills to adequately meet the variety of demands involved in answering each question fully. Candidates are reminded that monolingual and/or bilingual print dictionaries may be used at any time and during all sections of the exam.

Question 1

Most candidates had little difficulty in identifying the specific information required.

Question 2

Whilst most candidates understood that there were snakes, many did not make the connection between the presence of the snakes and the consequent danger.

Question 3

Most candidates identified the different points of view, but were challenged by the requirement to provide explanations of the reasons for each opinion.

Question 4

Candidates generally identified the general purpose of the conversation, which was for Pedro to contact Felipe. Few, however, explained that Felipe had found a real estate agent that could help Pedro.

Question 5

This question required candidates to infer the qualities needed for success in fashion design from the conversation. Most identified at least one quality but in the best responses candidates interpreted the information and text and related this to the question. In poorer responses, candidates translated sections of the text but did not relate the information to the question.

Question 6

The purpose of the advertisement – to quit smoking – was correctly identified by the majority of the candidature. However, only a small number demonstrated clearly how the strategies used by the speaker contributed to the achievement of this objective. Some candidates were able to identify strategies in isolation but could not cite examples in support of these strategies.

Question 7

‘A’ was the correct response.

Question 8

- (a) This question proved challenging to the majority of the candidature. A clear understanding of the content of the speech was necessary to correctly identify who the speaker was – the leader of a group of volunteers, working with street kids.
- (b) Candidates were required to not only identify language techniques but also to explain their effectiveness in achieving the purpose embedded within the speech. Many candidates were able to discuss the language techniques used and provide examples from the text but were unable to link these techniques to the speech’s dual purpose – to thank volunteers and to encourage them to continue volunteering for this worthy cause. The analogy with the military and the use of bellicose vocabulary caused some confusion in the weaker responses. The best response to this type of question used the successful scaffold of technique, examples, explanation and was conversant with the importance of tone, vocabulary choice, repetition and emotive language when attempting to answer ‘How’ questions.

Continuers – Reading and Responding

Part A

Question 9

- (a) ‘C’ was the correct response.
- (b) Most candidates identified the simplified payment process used on the cruise.
- (c) Most candidates demonstrated an understanding of the gist of the text but not the specific information required to answer the question fully.

- (d) The identification of purpose, audience and context proved challenging for many candidates. Better responses enumerated several language points ‘visual and/or language’ as evidence, as well as supporting this with examples sourced directly from the text. Candidates are reminded that evidence needs to actually support the identified device. The scaffold of technique, example, and explanation may assist candidates in meeting the demands of this type of question.

Question 10

- (a) Most candidates identified at least one element to prove that the interviewee was indeed a film director. The better responses used elements from throughout the text in answering the question.
- (b) In the weaker responses, candidates listed isolated examples in response to the question. In the better responses, candidates made a connection between the director’s childhood experience and his film.
- (c) Most candidates gave a detailed description of the interviewer using adjectives such as ‘enthusiast’, ‘admirer’, ‘fan’, ‘film fanatic’, but they did not support the description with evidence from the text. Better responses accurately described the interviewer as obsessed because he had followed the director’s career from its beginning, as knowledgeable as revealed by the nature of his questions and as an admirer due to the compliment he pays to the director.
- (d) Whilst many candidates could discuss the elements and their role in the film, the explanations lacked cohesion and structure. The better responses presented logical explanations of how the director had employed these elements to achieve the desired effect in the film. A few candidates provided disjointed translations of the relevant passages of the text to answer the question.
- (e) A variety of approaches were used by candidates in response to this question. Better responses combined a range of elements from the text ‘genre, technique, uniqueness of nature, the director’ with creativity, supplying enticing reasons that would satisfy the discerning friend. Most candidates were able to refer to at least some elements in the answers and displayed varying degrees of persuasive skill in encouraging their friend to view the film.

Part B

Question 11

Better responses addressed most of the requirements of the task. They displayed creativity tackling the question using a wide range of ideas, appropriate language and, for the most part, good cultural referencing. On this latter point however, a small number of candidates had difficulty identifying where Granada was and therefore answered the question as if the writer was in an English speaking country. Another point that was misinterpreted by a small number of candidates was the fact that the writer actually enjoyed being kissed twice by the girls.

The majority of candidates responded to this question with a wide range of vocabulary and flexibility of expression but the most common grammatical inaccuracies were evident in the weaker responses. Problems included:

- the use of verbs in the infinitive rather than the appropriate conjugation
- difficulty in using the correct preposition, particularly *a*, *por* and *para*
- confusion between verbs such as *a ver*, *haber*, *hacer*, *a ser*
- English influence in the use of double consonants in words such as *oportunidad*, *diferencia*
- the misuse and lack of accents
- use of anglicisms such as *sugestiones* instead of *sugerencias*
- the use of the letter *h* instead of *j*.

Question 12

- (a) Most candidates performed well in this question, addressing all the requirement of the task. They responded in a creative manner writing about tragic events that prevented them from handing in their assignments such as deaths, accidents, hospitalisations and lost pets. ‘Assessment task’ was translated in various way: *valoración*, *asignación*, *evaluación* and *proyecto*.
- (b) Responses to this question were creative and understood that the task required the description of an ‘unusual’ event. Candidates were successful in creating an atmosphere of suspense throughout the story. The best responses included the use of more in-depth stories such as that of a main character who could read people’s minds during his holiday. Common language errors included the lack or overuse of the letter *h*, confusion of *ll* and *y*, double consonants and some misconjugations.

Question 13

- (a) This was the most popular writing question and candidates performed well in response to this question displaying creativity and a good command of the language.
- (b) This question proved more challenging to candidates. The format, a report, was not adhered too and most treated it as if it were a letter to the principal, they included personal information and used the first person and stated their opinion rather than remaining objective.

Extension

General Comments

The better speakers expressed themselves clearly and presented well-structured arguments, providing a range of relevant ideas and examples, based on their own experiences, the wider world, their own reading, study and observations and/or the prescribed text. Weaker speakers often commenced well with a positive opening statement or idea but were then unable to develop or explain their point of view adequately or substantiate their argument with relevant examples.

Most candidates possessed a very good to excellent linguistic level. The best responses, however, also demonstrated the ability of the candidate to structure and support a point of view with an introduction, body and conclusion and also go beyond personal experience and demonstrate a broader understanding of the question as it related to the prescribed issues.

Question 1

This was the most popular of the three questions. Those agreeing with the proposition put forward arguments based largely on the multicultural nature of the Australian population which they felt resulted in a lack of a definite identity. However the ideas expressed were often limited in scope. Those opposing the statement pointed to such things as foods, barbeques, beer and sports as key factors in the make-up of an Australian culture. The best responses referred to historical factors, indigenous Australians and people's generosity in times of need as elements that defined the Australian identity.

Question 2

The concept of poverty and its manifestation in both Australia and the rest of the world was often inadequately grasped and treated. Weaker responses tended to list what they saw were areas of concern without relating these to the requirements of the question.

Question 3

This was the most popular of the three questions. The best responses made reference to the broader implications of the topic and did not confine the argument to the personal world of the candidate.

Extension Written Examination

Section I – Response to Prescribed Text: *Barrio*

Part A

General Comments

Although most candidates showed familiarity with the film, many were unable to translate this knowledge into an Extension level response. The best responses gave evidence of the language of discourse and analysis essential for the demonstration of the outcome of the course.

Specific comments

Question 1

- (a) All candidates stated at least one reason as to why the boys were in this place, eg they were bored. However, only the better candidates made reference to the fact that they were on holidays and had no money for a more appropriate form of entertainment.
- (b) Most candidates explained the importance of the bear for Javi who had a mother and Manu who did not, but only a few expressed the different experiences of the boys regarding ‘nurturing and care’ and Javi’s need to please his mother by giving her gifts as an expression of love and affection.
- (c) A good response required a global appraisal of the boys’ world presented in the scene — relationships, socio-economic situation, including a comparison with people less fortunate than them (gypsies), significance of the time in the scene. In the better responses, candidates analysed each of the boy’s worlds individually.
- (d) Most candidates found this question challenging. Very few were able to indicate the placement of the scene, for example to foreshadow events such as the downfall of Rai pretending to walk on a high rope. Some candidates related the scene to the prescribed issues (searching for identity) but did not adequately develop their ideas to explain the relationship in a sophisticated way.

Part B

Question 2

All candidates wrote the script of the conversation within the parameters of the task. However, most found the task very challenging and very few demonstrated a perceptive understanding of the prescribed text. For most candidates, control of vocabulary and language structure affected the quality of the response (eg English transfers, use of grammatical structures, gender agreements and spelling mistakes).

Section I – Response to Prescribed Text: *Los cachorros*

Part A

Question 3 and Part B – Question 4

General Comments

Very few candidates attempted this section. Those who did displayed a thorough understanding of the text and of the themes and issues covered.

Section II – Writing in Spanish

General Comments

This section was, in general, better answered than other sections, as most candidates were able to present and develop a coherent argument and in the better responses provide sufficient and appropriate examples to support in Spanish. It was also evident that candidates were better prepared for this section than for other writing sections of the paper.

Question 5

Most candidates responded well to the question and were able to offer and support a point of view. A small number of candidates encountered obstacles with language structures, anglicisms and spelling.

Question 6

Fewer candidates attempted this question and whilst candidates seemed to have understood the question, their responses were more limited in vocabulary, language structures, spelling and some grammatical issues. Writing an essay also posed a challenge for those attempting this question. Their responses lacked the required essay format. Candidates found it challenging describing how the programs ‘affect’ the way people relate to one another and resorted to simply listing negative and positive experiences. Some of these experiences were personal, others made reference to various reality shows. Candidates found discussing the issue objectively difficult and could not demonstrate sufficient breadth and depth in the treatment of ideas. They also found it challenging to provide relevant and appropriate examples.

Spanish Beginners

2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Speaking Skills Examination			
Section I — Oral Reading			
1	5	Eating at home/restaurant	H2.4
Speaking Skills Examination			
Section II — Speaking			
2	3	Presentations	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	3	At home and daily routine	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
4	4	Health and accidents	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
5	5	At the airport	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
Listening Skills Examination			
1	2	Son and mother — conversation	H3.1
2	2	Weather report — news item	H3.1
3	1	Canteen line — conversation	H3.1
4	2	Car broken down — phone conversation	H3.1
5	3	Scholarship — interview	H3.1
6	1	Mobile phone — advertisement	H3.1
7	3	Planning to dine out — phone message	H3.1
8	3	Leisure and family relations — dialogue	H3.1
9	4	Argument between father and daughter — dialogue	H3.1
10	4	Boyfriend and girlfriend argument — dialogue	H3.1
11	5	Work dismissal — dialogue	H3.1, H3.2

Question	Marks	Content	Syllabus outcomes
Written Examination			
Section I — Reading Skills			
1	2	School life — note	H3.1
2	4	Shopping — advertisement (webpage)	H3.1, H3.2
3 (a)	1	Relationships — memoir	H3.1
3 (b)	3	Relationships — memoir	H3.1, H3.2
4 (a)	1	Holidays and travel — brochure	H3.1
4 (b)	3	Holidays and travel — brochure	H3.1, H3.2
4 (c)	5	Holidays and travel — brochure	H3.1, H3.2
5 (a)	2	Leisure activities — email	H3.1, H3.2
5 (b)	4	Leisure activities — email	H3.1, H3.2
5 (c)	5	Leisure activities — email	H3.1, H3.2
Written Examination			
Section II — Writing Skills			
6	20	Leisure — guided dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
7	20	Holidays and travel — dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
8	20	Making arrangements — letter	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

2005 HSC Spanish Beginners Marking Guidelines — Listening Skills

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed explanation	2
• Identifies some relevant information	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the forecast change	2
• Identifies some relevant details	1

Question 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D)	1

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

Criteria	Marks
• Correctly identifies the reason for his embarrassment	2
• Identifies some relevant information	1

Question 5*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of the reasons	3
• Demonstrates some understanding of the reasons	2
• Identifies some relevant information	1

Question 6*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (B)	1

Question 7*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Writes an appropriate message with most of the details	3
• Writes a message with relevant information	2
• Identifies some relevant information	1

Question 8*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of the reasons	3
• Demonstrates some understanding of the reasons	2
• Identifies some relevant information	1

Question 9*Outcomes assessed: H3.1***MARKING GUIDELINES**

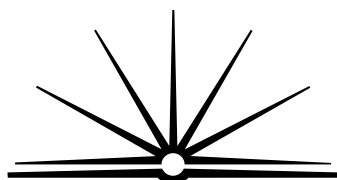
Criteria	Marks
• Demonstrates comprehensive understanding of the text with most details	4
• Demonstrates a good understanding of the text	3
• Demonstrates some understanding of the text	2
• Identifies some relevant details	1

Question 10*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a thorough understanding of the argument	4
• Demonstrates some understanding of the argument	2–3
• Identifies one relevant detail of the argument	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the text by arguing for and/or against Mrs Cruz's decision to dismiss Alfonso, addressing all the main issues in the text	5
• Demonstrates a good understanding of the text by arguing for and/or against the dismissal, addressing some of the issues in the text	3–4
• Identifies some reasons for and/or against the dismissal	2
• Identifies some relevant detail	1



BOARD OF STUDIES
NEW SOUTH WALES

2005 HSC Spanish Beginners **Marking Guidelines — Written Examination**

Section I — Reading Skills

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies all the reasons	2
• Identifies one reason	1

Question 2

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of the type of person interested in this advertisement	4
• Demonstrates some understanding of the type of person interested in this advertisement	2–3
• Provides isolated or limited details	1

Question 3 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of their relationship	3
• Demonstrates some understanding of their relationship	2
• Provides isolated detail about the friends' relationship	1

Question 4 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the outback	1

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

Criteria	Marks
• Demonstrates a clear understanding of the advice given	3
• Demonstrates some understanding of the advice given	2
• Demonstrates a limited understanding of the advice given	1

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

Criteria	Marks
• Demonstrates a thorough understanding of the type of person who would be interested in this holiday	5
• Demonstrates some understanding of the type of person who would be interested in this holiday	3–4
• Demonstrates a limited understanding of the type of person who would be interested in this holiday	1–2

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

Criteria	Marks
• Identifies Jorge's reason for writing to his friend	2
• Identifies some relevant detail	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of Jorge's impressions	4
• Demonstrates a good understanding of Jorge's impressions	3
• Demonstrates a limited understanding of Jorge's impressions	2
• Demonstrates isolated details of Jorge's impressions	1

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

Criteria	Marks
• Demonstrates a thorough understanding of Ricardo's reaction to the email	5
• Demonstrates a sound understanding of Ricardo's reaction to the email	3–4
• Demonstrates a limited understanding of Ricardo's reaction to the email	1–2

Section II — Writing Skills

Question 6

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

MARKING GUIDELINES

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

Section II (continued)

Questions 7 and 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"> • Presents and develops relevant information, ideas and/or opinions • Demonstrates a wide range of vocabulary and language structures • Demonstrates a high degree of accuracy with only minor errors • Sequences and structures ideas and information effectively • Correctly observes all conventions of the discourse form 	17–20
<ul style="list-style-type: none"> • Presents and develops relevant information, ideas and/or opinions • Demonstrates some variety of vocabulary and language structures • Demonstrates a degree of accuracy with occasional (sometimes even significant) errors • Sequences and structures ideas and information coherently • Observes all conventions of the discourse form 	13–16
<ul style="list-style-type: none"> • Presents some relevant information, ideas and/or opinions • Uses only basic vocabulary and simple language structures • Demonstrates some consistency in the use of language, with more frequent errors, but generally achieves communication • Organises and sequences some information • Generally observes conventions of the discourse form 	9–12
<ul style="list-style-type: none"> • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Achieves limited communication, using single words, set formulae and anglicisms to express information • Demonstrates little evidence of organisation and sequencing • Is often repetitive • Rarely observes conventions of the discourse form 	5–8
<ul style="list-style-type: none"> • Uses single words, set phrases in isolation and anglicisms • Barely addresses topic • Demonstrates minimal knowledge of vocabulary and language structures 	1–4

2005 HSC Spanish Beginners Marking Guidelines — Speaking Skills

Section I — Oral Reading

Question 1

Outcomes assessed: H2.4

MARKING GUIDELINES

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

Section II — Speaking

Question 2

Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7

MARKING GUIDELINES

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

Question 3

Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7

MARKING GUIDELINES

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

Question 4

Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7

MARKING GUIDELINES

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

Question 5

Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7

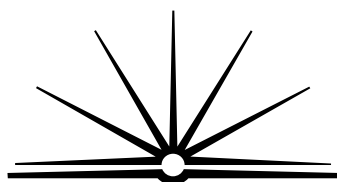
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Uses Spanish effectively and fluently to convey the meaning of the cues• Demonstrates control of complex Spanish structures	5
<ul style="list-style-type: none">• Uses Spanish appropriately to convey the meaning of most of the cues• Demonstrates an appropriate range of language and structures	3–4
<ul style="list-style-type: none">• Uses basic Spanish to convey the meaning of some of the cues	2
<ul style="list-style-type: none">• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Spanish	1

Spanish Continuers

2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
Written Examination			
Section I — Listening and Responding			
1	2	Travel and tourism — announcement	H3.1
2	2	Education and future aspirations — announcement	H3.1
3	3	Lifestyles — conversation	H3.1, H3.2
4	3	Personal identity — conversation	H3.1, H3.2
5	4	Future plans — conversation	H3.1, H3.2
6	4	Youth issues — advertisement	H3.1, H3.2
7	1	Leisure and interests — advertisement	H3.1, H3.2
8 (a)	1	Feelings, opinions, attitudes and preferences — speech	H3.1, H3.2
8 (b)	5	Feelings, opinions, attitudes and preferences — speech	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part A			
9 (a)	1	Travelling and tourism — notice	H3.1
9 (b)	2	Travelling and tourism — notice	H3.1
9 (c)	2	Travelling and tourism — notice	H3.1
9 (d)	4	Travelling and tourism — notice	H3.1, H3.2
10 (a)	2	Arts and entertainment — magazine interview	H3.1
10 (b)	2	Arts and entertainment — magazine interview	H3.1
10 (c)	3	Arts and entertainment — magazine interview	H3.1, H3.2
10 (d)	4	Arts and entertainment — magazine interview	H3.1, H3.2
10 (e)	5	Arts and entertainment — magazine interview	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part B			
11	15	Lifestyles — email/email	H1.2, H1.3, H2.1, H2.3, H3.1
Written Examination			
Section III — Writing in Spanish			
12 (a)	6	Personal identity — message	H2.1, H2.2, H2.3
12 (b)	6	Travel and tourism — narrative account	H2.1, H2.2, H2.3
13 (a)	9	Feelings, attitudes and preferences — diary entry	H2.1, H2.2, H2.3
13 (b)	9	World of work — report	H2.1, H2.2, H2.3



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

2005 HSC Spanish Continuers Marking Guidelines — Oral Examination

Conversation

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Communicates confidently and fluently with correct intonation and pronunciation• Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comments• 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 comments• 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

2005 HSC Spanish Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies where the tour guide will be waiting	2
• Identifies some relevant information	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the danger and the consequence of the danger	2
• Identifies the danger or the consequence of the danger	1

Question 3

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Identifies clearly both points of view and explains fully the reasons for their disagreement	3
• Identifies both points of view	2
• Provides a limited explanation	1

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

Criteria	Marks
• Identifies Pedro's needs and the reasons for Felipe's phone call and explicitly connects the two elements	3
• Identifies Pedro's needs and the reasons for Felipe's phone call	2
• Provides isolated details	1

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

Criteria	Marks
• Identifies the qualities needed to become a fashion designer and explains fully the reasons why they are essential for success in this career	4
• Identifies the qualities needed to become a fashion designer and explains some of the reasons they are essential for success	2–3
• Provides a limited explanation of the qualities to become a fashion designer	1

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

Criteria	Marks
• Identifies a range of strategies used • Explains how these strategies combine to make this advertisement effective	4
• Identifies some strategies used • Explains the effectiveness of these strategies	2–3
• Identifies one or two strategies with limited explanation of their effectiveness	1

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

Criteria	Marks
• (A)	1

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

Criteria	Marks
• Correctly identifies the speaker	1

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

Criteria	Marks
• Identifies a comprehensive range of language strategies and provides a clear explanation of how each of these strategies contribute to the effectiveness of the speech as a whole	5
• Identifies some specific language strategies and provides some explanation as to how these strategies are effective	3–4
• Identifies a limited number of language strategies and provides a limited explanation of the effectiveness of these strategies	1–2

Section II — Reading and Responding

Part A

Question 9 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 9 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Correctly explains the process and its purpose	2
• Identifies either the process or the purpose	1

Question 9 (c)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides a comprehensive range of outcomes	2
• Provides a limited range of outcomes	1

Question 9 (d)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Identifies clearly the purpose, audience and context	4
• Provides a comprehensive explanation of the elements	
• Identifies purpose, audience and context	2–3
• Provides some explanation of the contributing elements	
• Identifies some elements with limited explanation	1

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

Criteria	Marks
• Provides a range of evidence from the text	2
• Provides a single element	1

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

Criteria	Marks
• Explain clearly the connection between his childhood and his films	2
• Gives isolated details and attempts to explain the connection	1

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

Criteria	Marks
• Provides a detailed description supports this decision with evidence from the article	3
• Provides a description of the interviewer • Supports answer with some evidence	2
• Provides a limited description and attempts to support answer with evidence	1

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

Criteria	Marks
• Provide a clear and detailed explanation of how the elements of light and silence are used in the film	4
• Provides an explanation of how elements of light and silence are used in the film	2–3
• Provides a limited explanation of one element and how it is used in the film	1

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

Criteria	Marks
• Presents a convincing argument, citing a range of reasons supported by specific evidence from the article	5
• Presents an argument, citing some reasons supported by some evidence from the article	3–4
• Attempts to present an argument with isolated evidence from the article	1–2

Section II — Reading and Responding

Part B

Question 11

Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Responds to the information, ideas and/or opinions of the text (includes main points) • 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 (includes main points) • 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 (includes points) • 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

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

Section III (continued)

Question 13

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

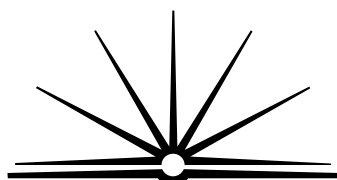
MARKING GUIDELINES

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

Spanish Extension

2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
1	5	Searching for identity — monologue	H1.1, H1.2
2	5	Divisions in society — monologue	H1.1, H1.2
3	5	Tensions in relationships — monologue	H1.1, H1.2
Written Examination			
Section I — Response to Prescribed Text			
Part A			
1 (a)	3	<i>Barrio</i>	H2.1
1 (b)	3	<i>Barrio</i>	H2.1, H2.2
1 (c)	4	<i>Barrio</i>	H2.1, H2.2, H2.3
1 (d)	5	<i>Barrio</i>	H2.1, H2.2, H2.3
3 (a)	3	<i>Los cachorros</i>	H2.1
3 (b)	3	<i>Los cachorros</i>	H2.1, H2.2
3 (c)	4	<i>Los cachorros</i>	H2.1, H2.2, H2.3
3 (d)	5	<i>Los cachorros</i>	H2.1, H2.2, H2.3
Written Examination			
Section I — Response to Prescribed Text			
Part B			
2	10	<i>Barrio</i> — script of conversation	H2.1
4	10	<i>Los cachorros</i> — script of conversation	H2.1
Written Examination			
Section II — Writing in Spanish			
5	15	Divisions in society — article	H1.1, H1.2
6	15	Tensions in relationships — short essay	H1.1, H1.2



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

2005 HSC Spanish Extension Marking Guidelines — Oral Examination

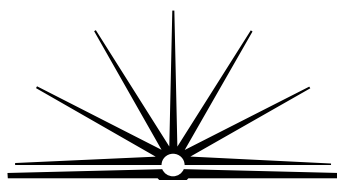
Monologue

Questions 1–3

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

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



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

2005 HSC Spanish Extension Marking Guidelines — Oral Examination

Monologue

Questions 1–3

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

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

2005 HSC Spanish Extension Marking Guidelines — Written Examination

Section I — Response to Prescribed Text: *Barrio* Part A

Question 1 (a)

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a full understanding of the context	3
• Demonstrates some understanding of the context	2
• Provides ONE correct contextual detail	1

Question 1 (b)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates an understanding of the script by providing appropriate detail and a full description how the script highlights the difference between the boys' experiences	3
• Demonstrates some understanding of the script by providing some of detail of how the script highlights the difference between the boys' experiences	2
• Demonstrates a limited understanding by providing ONE correct detail of the script highlights the difference between the boys' experiences	1

Question 1 (c)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a full understanding of the scene and what is conveyed of the world the boys' live in • Supports answer with relevant references this world 	4
<ul style="list-style-type: none"> • Demonstrates some understanding of the scene and what is conveyed of the world the boys' live in • Makes some reference to relevant references about this world 	2–3
<ul style="list-style-type: none"> • Demonstrates limited understanding of the scene and what is conveyed of the world the boys' live in OR <ul style="list-style-type: none"> • Makes limited reference to details in the scene about this world 	1

Question 1 (d)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a sophisticated and perceptive analysis of why the scene was placed at this point of the film • Supports answer with specific reference to at least one of the prescribed issues 	5
<ul style="list-style-type: none"> • Demonstrates some understanding of why the scene was placed this point of the film • Supports answer with specific reference to at least one of the prescribed issues 	3–4
<ul style="list-style-type: none"> • Demonstrates a limited understanding of why the scene was placed this point of the film OR <ul style="list-style-type: none"> • Makes limited reference to at least ONE of the prescribed issues 	1–2

Section I — Response to Prescribed Text: *Los cachorros*
Part A**Question 3 (a)***Outcomes assessed: H2.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a full understanding of the quote in the context	3
• Demonstrates some understanding of the quote in the context	2
• Provides ONE correct contextual detail	1

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

Criteria	Marks
• Demonstrates an understanding of the quotation by providing appropriate detail and a full description of how the quotation highlights the concerns held by Cuéllar's friends	3
• Demonstrates some understanding of the quote by providing some detail and some description of how the quotation highlights the concerns held by Cuéllar's friends	2
• Demonstrates a limited understanding by providing some information and a limited description of how the quotation highlights the concerns held by Cuéllar's friends	1

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

Criteria	Marks
• Demonstrates a full understanding of the extract and what it says about Cuéllar's personality • Supports answer with relevant references about Cuéllar's personality from the extract	4
• Demonstrates some understanding of the extract and what it says about Cuéllar's personality • Makes some reference to relevant information about Cuéllar's personality found the extract	2–3
• Demonstrates a limited understanding of the extract and what it says about Cuéllar's personality • Makes limited reference to relevant information about Cuéllar's personality found the extract	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a sophisticated and perceptive analysis of why the extract was placed at this point in the book• Supports answer with specific reference to at least ONE of the prescribed issues	5
<ul style="list-style-type: none">• Demonstrates some understanding of why the extract was placed at this point in the book• Supports answer with specific reference to at least ONE of the prescribed issues	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of why the extract was placed at this point in the book <p>OR</p> <ul style="list-style-type: none">• Makes limited reference to at least ONE of the prescribed issues	1–2

Section I — Response to Prescribed Text

Part B

Questions 2 and 4

Outcomes assessed: H2.1

MARKING GUIDELINES

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

Section II — Writing in Spanish

Questions 5 and 6

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

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