

**2006 HSC Notes from  
the Marking Centre  
Spanish**

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## Contents

2006 HSC NOTES FROM THE MARKING CENTRE SPANISH .....	4
Beginners.....	4
Speaking Skills Examination.....	4
Written Examination .....	5
Continuers.....	7
Listening and Responding .....	8
Reading and Responding.....	9
Extension.....	11
Oral Examination .....	11
Written Examination .....	12

## 2006 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 2006 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature.

This document should be read along with the relevant syllabus, the 2006 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 – Reading Skills

#### General Comments

Overall, candidates performed well in this section. In the stronger responses, candidates demonstrated good control of pronunciation and intonation. Candidates also read confidently and fluently, including enunciation of numbers. In the weaker responses, candidates had difficulty with vowel pronunciation, for example *rumbo*, *inolvidable*, *trayec* and *fue*, and with consonants in words such as *castellana*, *himno*, *juego* and *Barajas*.

#### Question 2

In the weaker responses, candidates did not differentiate between *ser* and *estar*, eg *¿Dónde esta la Plaza Mayor?*

#### Question 3

In the best responses, candidates used adjectives well and tried to expand on their responses as much as possible. The number ‘100’ proved to be challenging for some candidates, who used the expression *cientos pesos* incorrectly.

#### Question 4

The first cue was well answered. However, pronouncing *Valparaíso* and asking for a return ticket were challenging. Many candidates used linguistic strategies to overcome linguistic limitations eg *ándale*, *rápido*, *vamos* and *de prisa* were used to express the idea of ‘in a hurry’.

### Question 5

Although the present continuous proved to be difficult for the weaker candidates, ie *estoy organizando una fiesta*, in the better responses, candidates managed to overcome that barrier by using a range of strategies such as *es el cumpleaños de mi madre*. The second cue was well answered and candidates demonstrated a wide knowledge of culinary terms and cultural aspects. The third cue allowed for a range of responses. Reasons given included: ‘it is too expensive’, ‘they were vegetarians’, or simply ‘did not like it’ or ‘had allergies’. Some candidates misinterpreted the last cue, saying what they would be doing after the party. The better responses expressed the idea using *vamos a bailar*.

### Written Examination

#### Listening Skills

#### General Comments

Candidates are advised to take note of the specific requirements of each question and the mark value before the item begins, to ensure that they provide a relevant answer with an appropriate degree of detail. A number of candidates provided confused, wordy answers with large amounts of irrelevant detail. A clear understanding of the question and judicious use of the ‘Candidate’s Notes’ column to make brief but relevant notes will give candidates the best chance of providing quality responses.

Candidates are advised to use the five minutes at the end of this section to review their responses to ensure that they are clear and unambiguous, eg wherever pronouns such as ‘they’ are used, it is essential that the reference be clear.

### Question 3

Most candidates understood that the problem involved a birthday present, but some did not clearly indicate that it was solved by combining their money.

### Questions 5 and 6

With both these questions a number of candidates wrote down almost everything they heard, rather than selecting the information relevant to the question.

### Question 7

In the better responses, candidates demonstrated a good understanding of the nature of the film. The weaker responses simply recounted aspects of the plot.

### Question 8

In the best responses, candidates identified the feared consequence, ie losing their jobs.

### **Question 9**

Although there were some quite lengthy responses to this question, many candidates did not show a clear understanding of the relationship, or what had caused the changes. In the weaker responses candidates focused on detail rather than addressing the question asked.

### **Question 10**

Many responses focused on the content of the speech, without identifying the audience or the context in which the speech was being made. Some responses included vague references to ‘they’, without specifying who ‘they’ might be. However, there were also some excellent responses, showing a perceptive understanding of the speech.

## **Reading Skills**

### **General Comments**

Candidates are advised to read all the questions related to the text, as well as the whole text itself, before attempting to formulate their responses. They should also re-read their responses to ensure that the meaning is clear and unambiguous.

### **Question 1**

Some candidates did not identify the introductory offer as being a free first lesson.

### **Question 2**

Most candidates identified home-style cooking as a common element for all the restaurants, and musical performances as one of the additional non-food attractions on offer. However, a number of candidates did not identify another common element (either Hispanic cooking or being in the Yellow Pages), or that parking was being offered by two of the restaurants.

### **Question 3**

- (c) In the best responses, candidates included details of professions and/or bicycle use, without showing any link between them. While a number of responses identified a link in the case of Sonia, only the best responses referred to other evidence in the text.

### **Question 5**

- (a) Most candidates identified the World Cup year and Luis’s future football stardom as reasons for the interview. Some responses included references to his selection for the National Football Academy and being the youngest member of the squad.
- (b) In the better responses, candidates explained the reasons for Luis’s progress to date. In the weaker responses, candidates outlined the chronology of his career.

- (c) This question required candidates to focus on what is learnt of Luis's character. Translation of slabs of text, however accurate, did not fulfill the requirements of this question. Candidates had to read the whole text carefully to understand and identify the various aspects of his character.

## Writing Skills

Candidates are advised to read all three questions carefully before deciding which one to answer. They should consider not only the vocabulary, but other factors such as the tenses required for the question.

### Question 6

As in previous years, a number of candidates attempted the structured dialogue, for which they seemed to be unprepared. Candidates are reminded to read the Spanish cues carefully, as these are often helpful in formulating a response.

### Question 7

The weaker responses focused on what the speakers preferred doing in their spare time, or even on what they were planning to do, rather than on what they had been doing.

## Continuers

### General Comments

Overall the level of performance was sound. The majority of candidates were able to sustain a conversation for the required length of time. Candidates showed a good command of the auxiliary verbs *ser* and *esta*, as well as the use of the prepositions *por* and *para*. Candidates should be aware of the importance of expanding and elaborating when responding to questions asked by the examiner, for example using expressions such as: *creo que*; *pienso que*; *en mi opinión*; *me gustaría*.

Weaker responses showed poor verb conjugation and use of prepositions, and a lack of articles.

A number of candidates did not use reflective pronouns or subjunctives accurately eg *los juntamos* instead of *nos juntamos*, or *cuando termine mis estudios voy a....*

It is important to use the Spanish wherever possible, eg TAFE – *Instituto Técnico*; HSC – *Bachillerato*; Soccer – *fútbol*. Candidates should be familiar with acceptable Spanish translations of the names of the subjects that they are studying, eg Business Studies – *Estudios Empresariales*.

Even though it is an informal conversation, candidates are reminded to be polite and respond appropriately. Vulgar or inappropriate language is not acceptable in the examination context. Candidates should also preserve their anonymity, eg by not referring to the name of their school or their teacher, or by giving details which many compromise their anonymity.

## **Listening and Responding**

### **General comments**

Candidates are reminded to read the questions carefully, identifying the key words where necessary, to ensure their answers include only the information that is relevant. All responses must be in English, unless explicitly stated otherwise. Translating text does not always equate with answering a question about the text. Some questions require candidates to have a global understanding and draw inferences from the information they have heard. Candidates are reminded to plan their responses to ensure they include all relevant information.

### **Question 1**

Most candidates identified that the interested parties would be people wanting to learn Spanish online.

### **Question 2**

The majority of candidates completed the message accurately. In some responses, candidates provided the name of the country rather than the time of the year.

### **Question 3**

This question required a response in Spanish. Although the language did not have to be perfect, candidates are reminded that responses in Spanish must be comprehensible. Some candidates did not recognise the Spanish accent of the letter ‘c’, confusing it with the letters ‘f’, ‘b’ and ‘p’.

### **Question 5**

In the better responses, candidates demonstrated a good understanding of Isabel’s dilemma and the reasons for it.

### **Question 6**

In the weaker responses, candidates answered the question as if it had read ‘What’ rather than ‘Why’.

### **Question 7**

In the weaker responses, candidates did not identify the main purpose of the text, which was to persuade listeners to give young people another chance.

### **Question 8**

In the weaker responses, candidates reiterated what had been said in the text, but either did not provide adequate ‘language’ references to support their argument, or referred to language features unrelated to the text.

## Question 9

In the weaker responses, candidates repeated what they had heard, without making any attempt to address the ‘how’ in the question.

## Reading and Responding

### General Comments

In responding to short answer questions, candidates are advised to avoid irrelevant introductions or repetition of the question, which simply wastes time. Candidates should plan their response in order to ensure they include all the information specifically related to the question. The lines given are an indication of the appropriate length of a response.

Candidates should read each question carefully to determine what is required. In their response, they should only include relevant information. A long rambling response does not necessarily attract more marks and candidates should not re-tell all the information they have understood without being selective. A complete answer in English should be given before supporting quotes in Spanish are added, if necessary.

## Question 10

- (a) Generally candidates answered this question well. In the weaker responses, candidates did not understand that, not only did the young people attending the workshop not attend school, but they were also unemployed.
- (b) Most candidates had some understanding of the connection between Einstein and the students from the workshop. However, a number of responses did not fully explain the connection, ie unsuccessful school performance, success in life and personality traits. This question asked ‘Why?’, requiring candidates to make explicit connections between different elements of the text.
- (c) A number of candidates did not support their answers by providing evidence from the text. This is the last question for this passage. Candidates should consider the whole text when planning their answer, and are encouraged to re-read and edit their answer once written. This helps to ensure that the answer is coherent and includes all the necessary elements. Candidates need to take all the evidence from the text into consideration and draw a conclusion which they can justify.

## Question 11

- (a) In the better responses, candidates understood from the context of the text that these letters were printed in a youth publication.
- (b) In the better responses, candidates understood that young people were the ones being accused of writing graffiti. Relatively few made the connection between youth issues and a youth publication.
- (c) Many candidates wrote an answer that contained some of the correct elements, and partially explained why young people were *unos subnormales inadaptados*. Candidates are advised to plan their response to ensure they can identify all the elements required in the answer.

- (d) Many candidates described the solutions proposed by the letter writers. However, these descriptions were not always clear or complete. This question required students to discuss, which involved description and evaluation. In the best responses, candidates provided a well supported discussion of the merits of the three solutions.
- (e) This question proved challenging to many candidates. In the best responses, candidates identified the point of view expressed in each letter and then described how features of language contributed to this. Candidates must ensure they are familiar with the terminology used in language analysis. Language is related to purpose and content. There is no need to re-tell the content of the text if it is not specifically related to the language features in question.

## Question 12

Overall, candidates demonstrated a sound general understanding of the text. In the more sophisticated responses, candidates identified specific aspects of the text and responded appropriately. These candidates used the appropriate format for the text type (email) and identified the correct register, as well as including appropriate cultural references.

In the weaker responses, candidates invited the writer (Julia) to join them on the trip, rather than accepting Julia's invitation to join her on the working holiday.

A number of candidates did not meet the minimum word requirement. These responses did not fully address the requirements of the question.

Some candidates translated English idiomatic expressions directly into Spanish, which hampered the flow and authenticity of their responses.

Examples:

- |                                 |                          |
|---------------------------------|--------------------------|
| • <i>No puedo esperar.</i>      | I can't wait.            |
| • <i>Suena interesante.</i>     | Sounds interesting.      |
| • <i>Espero escuchar de ti.</i> | Hoping to hear from you. |
| • <i>Lo que soy capaz de</i>    | What I am capable of     |

Other issues of concern included:

- conjugation of verbs in the future tense
- correct use of the subjunctive
- the auxiliary verb (*haber*) when using the perfect tense
- number and gender agreements, eg *los niño; la dinero*
- the appropriate use of *haber* and *ver* / *hacer* and *ser*
- the absence of accents
- the use of Anglicisms, eg *acomodación* instead of *alojamiento*
- the use of the letter H instead of J, eg *Hueve* instead of *jueves*.

## Question 13

- (a) This option was the more popular of the two. A number of candidates did not demonstrate sufficient understanding of the task. Candidates were required to write a diary entry of the last

day of a camping holiday in a Spanish-speaking country. However some candidates related their experiences of an overseas trip visiting relatives, shopping etc, without any reference to being on a camping holiday, and therefore did not meet the requirements of the task.

Candidates are reminded to read the writing task options carefully before attempting to answer the questions.

- (b) Although not as popular, this task was better answered than option (a). Most candidates who attempted this question were able to provide a sound response.

### **Question 14**

- (a) This option was satisfactorily attempted by all candidates. The majority adhered to the text type and incorporated the required elements in their answers. In the better responses, candidates used persuasive language effectively to convince and encourage the target audience to support the plans for the youth club.

The better responses provided examples of creative ways in which they would improve the club's activities, explaining how and why these would be of benefit to the club. The more sophisticated responses included additional relevant information, such as how to increase their membership base and patronage, the financial benefits, and improvements to the club's image in the wider community as a result of these improvements.

- (b) Although this question was the more popular option, it proved to be a challenge for a number of candidates. In the better responses, candidates developed their ideas and presented a reflective piece of writing, as required by the task. In the weaker responses, candidates either compared and contrasted the schools, or merely described their school's facilities, subject choices, time schedules etc, without addressing the question. Some candidates did not address the audience in the correct register.

Candidates are reminded to:

- plan the response beforehand
- address all the elements of the question
- fully develop the ideas they propose in their responses
- re-read their responses to check for errors or omissions
- refer back to the question while answering it, to ensure that the response remains relevant.

## **Extension**

### **Oral Examination**

### **General Comments**

Most candidates handled the questions well. However, a number of candidates did not develop or explain their arguments with the depth and sophistication required at Extension level. In the best

responses, candidates presented a well-structured and convincing argument, completed by an appropriate conclusion. Weaker candidates tended to present a conclusion by simply repeating the question. In the better responses, candidates referred to examples which related not only to global examples but also to their personal experience. A number of candidates presented an argument, but lacked breadth and depth in the treatment of ideas. The lack of cohesive, logical structure was evident in the weaker responses.

Inaccuracies in language often occurred when using words from the questions. For example, there were frequent errors in the pronunciation of *responsabilidades*, *tradicionalmente*, *crecido*, *multicultural*, and in the use of *los* instead of *nos*.

### **Question 1**

This was the most popular question. However, many candidates only identified the traditional role of the male and the female at home, without elaborating on how the demands of modern society have changed during the last 20 years or so, eg traditional male-dominated careers/professions are now undertaken by women and vice versa. The majority of candidates referred almost exclusively to the change of role for women, without addressing the change of role for men.

### **Question 2**

This question was also a popular question. However, most candidates explained or defined the concept of multiculturalism without explaining how multiculturalism can influence the search for identity. Few candidates explored or defined ‘personal identity’ and therefore confined themselves to a narrow, personal interpretation of this, ie their own nationality.

### **Question 3**

This question proved challenging. Many candidates had difficulty linking the media with relevant examples of social conflict. Most candidates gave very good examples of how the media can manipulate or influence people, but did not link these to social conflict.

## **Written Examination**

### **Section I – Response to Prescribed Text**

#### **General Comments**

In the best responses, candidates demonstrated a thorough understanding of the question. They answered the question using different and interesting approaches, often manipulating language with sophistication and accuracy.

#### **Part A**

##### **Question 1**

- (b) This question proved to be challenging. In the weaker responses, candidates analysed Rai’s personality, rather than the language of the quote.

- (c) Candidates demonstrated a good knowledge of the film techniques used in this scene to create tension.
- (d) Most candidates linked the scene's issues to the whole film. However, in the weaker responses, candidates wrote less about the issue of personal identity and more about the search for it.

## **Part B**

### **Question 2**

The majority of the candidates demonstrated a thorough understanding of the text. However, in the weaker responses candidates did not demonstrate an understanding of the prescribed text. It was apparent that some candidates had only a limited knowledge of Ignacio's character, as reflected in this scene and within the context of the whole film. In the better responses, candidates wrote using appropriate language and tone.

## **Section II – Writing in Spanish**

### **Question 5**

Most candidates presented a well-considered argument, but responses were often hampered by grammatical inaccuracy and poor spelling, eg *ala* instead of *a la*; *ha comenzado* instead of *a comenzado*. In general, candidates answered this question by presenting a coherent argument and providing an interesting discussion. In the best responses, candidates produced a sophisticated answer by presenting depth and breadth in the treatment of relevant ideas. It was clear that many candidates identified with the topic and felt confident in discussing their point of view.

### **Question 6**

Most candidates who attempted the question used a formal letter to address the topic. Many found the sustained use of the formal register *usted* very challenging.

## 2006 HSC Spanish Beginners Marking Guidelines — Listening Skills

### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Clearly identifies what is required of applicants	2
• Identifies some relevant detail	1

### Question 2

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies why students would be interested in travelling with <i>Vacaciones Perú</i>	2
• Identifies some relevant detail	1

### Question 3

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of how they solve the problem	3
• Demonstrates some understanding of how they solve the problem	2
• Identifies some relevant detail	1

### Question 4

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• B	1

### Question 5

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of what makes the offer attractive	3
• Demonstrates some understanding of what makes the offer attractive	2
• Identifies some relevant detail	1

### Question 6

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of why the caller feels unwell	3
• Demonstrates some understanding of why the caller feels unwell	2
• Identifies some relevant detail	1

### Question 7

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the film	3
• Demonstrates some understanding of the film	2
• Identifies some relevant detail	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the problem Jaime and Ana have in common	4
• Demonstrates some understanding of the problem Jaime and Ana have in common	2-3
• Identifies some relevant detail	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of what has happened to change the relationship between Juana and Felipe	4
• Demonstrates some understanding of what has happened to change the relationship between Juana and Felipe	2-3
• Identifies some relevant detail	1

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

Criteria	Marks
• Demonstrates a perceptive and comprehensive understanding of how the speaker seeks to gain the support of his audience	5
• Demonstrates some understanding of how the speaker seeks to gain the support of his audience	3-4
• Provides some relevant information	1-2

## **2006 HSC Spanish Beginners**

### **Marking Guidelines — Written Examination**

#### **Section I — Reading Skills**

##### **Question 1 (a)**

*Outcomes assessed: H3.1*

##### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the introductory offer	1

##### **Question 1 (b)**

*Outcomes assessed: H3.1*

##### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• D	1

##### **Question 2 (a)**

*Outcomes assessed: H3.1*

##### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies what the restaurants have in common	2
• Identifies some relevant information	1

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

Criteria	Marks
• Identifies what the restaurants offer apart from food	2
• Identifies some relevant information	1

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

Criteria	Marks
• Identifies the person who uses a bicycle to get to work	1

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

Criteria	Marks
• Identifies the person most concerned about the environment	1

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

Criteria	Marks
• Demonstrates a good understanding of the relationship between their jobs and their opinion of cycling	4
• Demonstrates some understanding of the relationship between their jobs and their opinion of cycling	2–3
• Identifies some relevant information	1

### Question 4 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Explains how chocolate was introduced into Europe	2
• Identifies some relevant information	1

### Question 4 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates an understanding of why the Aztecs consumed <i>xocolatl</i>	2
• Identifies some relevant information	1

### Question 4 (c)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the health implications of chocolate	4
• Demonstrates some understanding of the health implications of chocolate	2-3
• Identifies some relevant information	1

### Question 5 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies why Luis Garcia is being interviewed	2
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a good understanding of how Luis Garcia has been able to achieve so much	3
• Demonstrates some understanding of how Luis Garcia has been able to achieve so much	2
• Identifies some relevant details	1

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

Criteria	Marks
• Demonstrates a perceptive and comprehensive understanding of Luis' character	5
• Demonstrates a good understanding of Luis' character	3-4
• Demonstrates a basic understanding of Luis' character	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"> <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)

### 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"> <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

## **2006 HSC Spanish Continuers Marking Guidelines — Written Examination**

### **Section I — Listening and Responding**

#### **Question 1**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies all relevant information	2
• Identifies some relevant information	1

#### **Question 2**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies all relevant information	2
• Identifies some relevant information	1

#### **Question 3**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Completes the message pad in comprehensible Spanish	2
• Identifies some relevant information in comprehensible Spanish	1

### Question 4

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the differences between Spanish and Australian lifestyles	3
• Demonstrates some understanding of the differences between Spanish and Australian lifestyles	2
• Provides some relevant information	1

### Question 5

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of Isabel's dilemma	3
• Demonstrates some understanding of Isabel's dilemma	2
• Identifies some relevant information	1

### Question 6

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the difficulties encountered in finding a solution to the problem	3
• Demonstrates some understanding of the difficulties encountered in finding a solution to the problem	2
• Identifies some relevant information	1

### Question 7

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

#### MARKING GUIDELINES

Criteria	Marks
• (D)	1

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

Criteria	Marks
• Demonstrates a perceptive and thorough analysis of the appeal of the speech to the listener and supports the answer with appropriate reference to the text	4
• Demonstrates a good understanding on how this speech appeals to the listener and supports the answer with some reference to the text	3
• Identifies some relevant information	2
• Identifies isolated information	1

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

Criteria	Marks
• Demonstrates a perceptive and thorough analysis of the argument expressed by the female speaker	5
• Provides detailed explanation and references from the text	
• Demonstrates a good understanding of the argument expressed by the female speaker and supports the answer with appropriate reference from the text	3–4
• Provide some relevant references from the text with some explanation	2
• Identifies isolated information	1

## Section II — Reading and Responding

### Part A

#### Question 10 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies all relevant information	2
• Identifies some relevant information	1

#### Question 10 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the similarities between Albert Einstein and these students • Provides relevant references	3
• Demonstrates some understanding of the similarities of Albert Einstein and these students • Provides some relevant references	2
• Identifies some relevant information	1

### Question 10 (c)

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

#### MARKING GUIDELINES

Criteria	Marks
• Provides a thorough explanation of the reasons and provides relevant examples	4
• Provides some explanation with some examples	2–3
• Identifies some relevant information	1

### Question 11 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the relevant information required	1

### Question 11 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Identifies all relevant information and provides a thorough explanation of the reasons	3
• Identifies some relevant information and provides some explanation of the reasons	2
• Provides some relevant information	1

### Question 11 (c)

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

#### MARKING GUIDELINES

Criteria	Marks
• Provides a thorough explanation and gives specific references from the text	3
• Provides some explanation with some references from the text	2
• Identifies some relevant information	1

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

Criteria	Marks
<ul style="list-style-type: none"><li>Clearly describes and explicitly values the solutions proposed</li><li>Provides relevant references from the text</li></ul>	4
<ul style="list-style-type: none"><li>Describes and attempts to value the solutions proposed</li></ul>	3
<ul style="list-style-type: none"><li>Describes the solutions proposed</li></ul>	2
<ul style="list-style-type: none"><li>Provides isolated information from the text</li></ul>	1

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

Criteria	Marks
<ul style="list-style-type: none"><li>Provides a thorough and perceptive analysis of the point of view and the language used</li><li>Provides relevant references from the text</li></ul>	5
<ul style="list-style-type: none"><li>Provides a sound analysis of the points of view and the language used</li><li>Provides some reference from the text</li></ul>	3–4
<ul style="list-style-type: none"><li>Provides some analysis of the points of view with some examples</li></ul>	2
<ul style="list-style-type: none"><li>Provides isolated details</li></ul>	1

## Section II — Reading and Responding

### Part B

#### Question 12

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

#### 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 13

*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

## Section III (continued)

### Question 14

*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, reflect 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, reflect 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

## 2006 HSC Spanish Extension Marking Guidelines — Written Examination

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

#### Question 1 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of Rai's personality	3
• Demonstrates some understanding of Rai's personality	2
• Demonstrates limited understanding by providing isolated details of Rai's personality	1

#### Question 1 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of Rai's language in relation to the context of the scene	3
• Demonstrates some understanding of Rai's language in relation to the context of the scene	2
• Demonstrates limited understanding of the use of Rai's language by providing an isolated detail of such language	1

### Question 1 (c)

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a perceptive and sophisticated analysis of the film techniques</li> <li>Provides detailed understanding of how these film techniques contribute to create the tension</li> </ul>	4
<ul style="list-style-type: none"> <li>Provides a comprehensive description of the tension</li> <li>Describes some film techniques</li> <li>Demonstrates an understanding of how these techniques contribute to create the tension</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Makes reference to only one relevant film technique</li> </ul>	1

### Question 1 (d)

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a sophisticated and perceptive analysis of how personal identity in this scene is linked to the rest of the film</li> <li>Thoroughly supports answers with very specific references</li> </ul>	5
<ul style="list-style-type: none"> <li>Provides a good analysis of how personal identity in this scene is linked to the rest of the film</li> <li>Supports answers with some references</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Demonstrates a limited analysis of how personal identity is linked to the rest of the film</li> <li>Supports answers with isolated details</li> </ul>	1–2

## Section I — Response to Prescribed Text: *Los cachorros*

### Part A

#### Question 3 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of Cuellar's personality</li> <li>• Thoroughly supports the answer with references from the extract</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of Cuellar's personality</li> <li>• Supports the answer with some references from the extract</li> </ul>	2
<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of Cuellar's personality by providing isolated details of Cuellar's personality</li> </ul>	1

#### Question 3 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive understanding of the significance of the quote in the text</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the significance of the quote in the text</li> </ul>	2
<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of the significance of the quote in the text</li> </ul>	1

#### Question 3 (c)

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a perceptive and sophisticated analysis on how language is used to create tension</li> </ul>	4
<ul style="list-style-type: none"> <li>• Provides some analysis on how language is used to create tension</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Provides isolated details on how language is used to create tension</li> </ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Presents a sophisticated and perceptive analysis on how personal identity in this paragraph is linked to the rest of the novel</li><li>• Thoroughly supports the answer with specific references</li></ul>	5
<ul style="list-style-type: none"><li>• Presents a comprehensive analysis on how personal identity in this paragraph is linked to the rest of the novel</li><li>• Thoroughly supports the answer with some references</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the link between the issue of personal identity in this paragraph and the rest of the novel</li><li>• Provides isolated details</li></ul>	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"> <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 5 and 6

*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