

**2007 HSC Notes from
the Marking Centre
Spanish**

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Contents

Beginners.....	4
Speaking Skills Examination.....	4
Section I – Oral Reading.....	4
Section II – Speaking.....	4
Written Examination.....	5
Listening Skills.....	5
Reading Skills.....	6
Writing Skills.....	8
Continuers.....	9
Speaking Skills Examination.....	9
Written Examination.....	9
Section I – Listening and Responding.....	9
Section II – Reading and Responding.....	10
Section III – Writing in Spanish.....	12
Extension.....	13
Oral Examination.....	13
Written Examination.....	13
Section I – Response to Prescribed Text.....	13
Section II – Writing in Spanish.....	14

2007 HSC NOTES FROM THE MARKING CENTRE

SPANISH

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Spanish. It contains comments on candidate responses to the 2007 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2007 Higher School Certificate examination, the marking guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Spanish.

Beginners

Speaking Skills Examination

Section I – Oral Reading

Question 1

The quality of responses in this question showed considerable variation. In the best responses, candidates read confidently and fluently with few, if any, inaccuracies. The most common difficulties arose with the time (*medio* instead of *media*), the *g* in *generalmente* and *colegio*, the *ll* in *Llego*, the *que* in *quedo* and the placement of stress in words such as *termino*, *Ídolo* and *teléfono*.

Section II – Speaking

Question 2

In the better responses, candidates ordered culturally appropriate first and second courses in addition to providing interesting comments about the restaurant. Asking for a menu and then for dishes normally available in restaurants proved challenging to a small but significant number of candidates.

Question 3

Many candidates found expressing how long they were planning to stay problematical. The rest of the situation was generally well done, although the gender of *mapa* was frequently mistaken. In the better responses, candidates included a wealth of vocabulary and expressions relating to tourist activities.

Question 4

In the best responses, candidates provided logical meeting places and discussed transport options using a breadth of vocabulary and control of complex Spanish structures. Frequently candidates had the

appropriate vocabulary, but did not convey the meaning of the cues in comprehensible Spanish. This was particularly true of the use of tense in the last cue.

Written Examination

Listening Skills

General Comments

Candidates should read each question carefully before the first reading and have a clear understanding of the requirements of the question. It is also essential that they take into account the mark value of each question so that they can better provide relevant responses with an appropriate degree of detail.

A number of candidates provided confused, wordy answers with large amounts of irrelevant detail in their responses, instead of focusing on coherent answers to the specific question being asked.

Candidates are reminded that adequate knowledge and control of basic vocabulary such as *helado, cafetería, plaza, regalo, navidad, disco, anuncio, hostelería*, months, times and numbers is essential preparation for this part of the examination.

Given the time pressures involved in answering the listening examination, it is also important that candidates use the five minutes at the end of this section to review their responses to ensure that they are clear and unambiguous, and at the same time check to ensure that they have answered the questions fully.

Question 1

Most candidates answered this question well. They clearly identified what the couple had decided to do and included the relevant information.

Question 3

Most candidates understood that the advertisement had to do with music and listed the three groups of people that this advertisement would appeal to. Although this had no impact on the marks, some candidates misinterpreted the name of the business *Mundo del Disco* (World of Records) as World Discotheque (ie dance party).

Question 5

This question proved challenging. The key element of the question was 'so angry'. Most candidates identified many of the reasons the father had for being upset with his daughter. In the best responses, candidates referred to his growing anger at his daughter's disrespectful tone.

Question 6

This question also proved challenging. Most candidates identified Juan's problem. In the best responses, candidates stated the reason Isabel had to call him back later that day succinctly and correctly.

Question 7

This question required the control of dates and times in Spanish for full marks. Some candidates confused the numbers *doce* for *dos*, as well as *tres y cuarto* for *tres y cuatro*.

Question 8

Only in the very best responses did candidates identify the mocking tone of the speaker with regard to the sport of cricket. Many candidates misinterpreted the negative inference in the adjective *increíble* and also confused *raro* for 'rare'.

Question 9

This item proved challenging.

Question 10

Most candidates found this question very challenging. In the best responses, candidates linked the contents of the speech to its appropriateness. These candidates also justified their response by making appropriate references to the speech.

Question 11

Most responses focused on Elena's viewpoint on adolescents travelling abroad. The most complete responses included the crucial element that both speakers agreed that travelling is a wonderful experience for young people but both had different views about how and where to travel.

Reading Skills

General Comments

Candidates are advised to read all the questions carefully and relate them to the text as a whole before attempting to formulate their answers.

Question 1

This question was very well answered by most candidates. However, in the weaker responses, candidates referred to Pili's absence or to caring for the dog, rather than both aspects of the answer.

Question 2 (b)

In the weaker responses, candidates only explained that the purpose of the letter was to invite Pedro to Madrid. A complete response also referred to congratulating Pedro on his tennis achievements and seeking his holiday preferences.

Question 3 (a)

Candidates found this question challenging. Most candidates did not include the fact that the language centre provided courses in all languages, not just Spanish.

Question 3 (b)

This question also proved challenging for most candidates, with many candidates only referring to one centre. In the best responses, candidates made reference to all three centres and clearly identified Antigua as the centre Tim would prefer, as Avila provided a more sheltered environment and the Buenos Aires centre was directed at business people.

Question 4 (a)

In the weaker responses, candidates provided a general summary of the text rather than addressing the specifics of the question.

Question 4 (b)

In the weaker responses, candidates only identified one concept while others translated the text rather than drawing conclusions from it.

Question 4 (c)

This question discriminated well. In the best responses, candidates addressed the significance of the title specifically rather than writing a summary of the information in the text.

Question 5 (a)

While most candidates correctly identified the problem with young drivers, in the weaker responses, candidates omitted reference to lack of police action.

Question 5 (b)

In the weaker responses, candidates did not give specific information but responded in general terms, providing incorrect categories rather than the factual information required.

Question 5 (c)

In the best responses, candidates made reference to Juan's balanced argument. They also indicated how he responded to both Paco's and Marta's perspectives. They included a clear outline of his solution to the problem.

Writing Skills

Candidates are reminded to carefully consider the requirements of the question before attempting to formulate their responses.

Question 6

In the weakest responses, candidates did not refer to the cues.

Question 7

There were some excellent responses to this question that displayed a fine use of Spanish.

Question 8

The weaker responses were not relevant to the topic. In some instances, this appeared to be pre-learned material. In the best responses, candidates made reference to the absence from school and included a possible explanation for the period of time they were absent. Accounts of an overseas trip with no reference to being absent from school could not be considered to have fulfilled the requirements of the question.

Continuers

Speaking Skills Examination

General Comments

Candidates are reminded of the importance of expanding and elaborating on questions asked by the examiner. In some instances it may be appropriate to give an opinion using phrases such as: *creo que, pienso que, en mi opinión, me gustaría.*

There were inconsistencies with the use of verb conjugations, auxiliary verbs, prepositions and conjunctions.

Candidates should avoid the use of false cognates, eg *Marcas-notas* (marks).

Candidates should avoid expressions that are commonly used in English such as 'like' and 'something like that' as they are not used in a similar way in Spanish.

Candidates need to make an effort to name the subjects they are doing in correct Spanish, eg Business Studies – *Estudios Empresariales.*

Candidates should take great care not to identify themselves either by naming their school or themselves.

Written Examination

Section I – Listening and Responding

Specific Comments

Question 1

In the best responses, candidates identified that the son was not doing enough study and the consequences for not applying themselves to their studies, eg not getting to university.

Question 2

Most candidates identified the target audience and their responses were well supported.

Question 3

Most candidates responded in Spanish as required by the question. Candidates are reminded of the importance of reading the question carefully, as responses in English could not be considered. Although candidates were only required to respond in comprehensible Spanish, candidates are advised to revise the spelling rules to ensure the correct spelling of words.

Question 4

In the weaker responses, candidates confused the words *tu movil* for *automovil*, therefore misinterpreting the aim of the announcement.

Question 5

In the better responses, candidates identified the reasons for the frustration. Some candidates appeared not to be familiar with the concept of *mochileros* and misinterpreted the question.

Question 6

- (a) Weaker students were distracted by 'eating the paella' and did not heed the past tense of the verb and the phrase *manos a la obra* indicating that the meal was over. The correct response was that the speakers were now washing up.
- (b) In the weaker responses, candidates retold the story instead of explaining the reasons Alicia could not convince her brother.

Question 7

Most candidates demonstrated a good understanding of the task. However, only in the best responses did candidates demonstrate the ability to justify their response. It was important that candidates, after referring to *que guapo estás*, explain that Elena was complimenting the interviewee in order to elicit information.

Section II – Reading and Responding

Part A

Question 8

Specific Comments

- (a) Most candidates identified what worried Ana, ie a belly button piercing without her parent's permission. The word *aro* caused a problem for some candidates who explained that it was a hoop, an engagement ring or an earring instead of a belly ring.
- (b) This question required a comparison between the reactions of Manolo's parents and Ana's parents. In the better responses, candidates identified explicitly the different reactions that Ana's parents would have.
- (c) In the better responses, candidates clearly explained the link between the language used in the text and Ana's state of mind. Further, they used references from the text, either in English or Spanish, to support their claims.

Weaker responses used quotes from the text in Spanish to complete the sentence they had started in English, without explaining the quote in terms of the language used or Ana's state of mind. Quotes from the text should be used to support a response and not to prove a point. For example, 'We can see Ana's state of mind when she writes: *Estoy hecho un lío!*'. This example does not explain how the quote demonstrates Ana's frustration with this situation. On the other hand, some candidates made claims without justification from the text.

Candidates are reminded to give evidence from the text to support their claims. However, the evidence needs to be explained fully and appropriately linked to the question.

Question 9

- (a) Most candidates identified the correct elements and provided a coherent answer.
- (b) Most candidates responded well to this question demonstrating a thorough understanding of the parents' concern.
- (c) Most candidates understood Doctor Herrera's advice. However, some candidates did not demonstrate a comprehensive understanding supported by relevant evidence from the text. This question required candidates to discuss the nature of the advice by the doctor and not language techniques.
- (d) In the better responses, candidates identified the relevant issues: lack of communication, the rebellious nature of adolescents, generation gap and peer pressure. It was not sufficient to analyse each issue without addressing the relationship between them.

Candidates are reminded that the number of lines provided for the response is an indication of the length of the response required.

In some weaker responses, candidates expressed their personal opinions and did not discuss the issues as presented. Candidates are strongly urged to organise their ideas and plan their response before attempting their answer. Candidates are also reminded that evidence from the text must be used only to support their response. Writing a quote half in English and half in Spanish and quoting isolated examples without explanation attracts no marks.

Part B

Question 10

Candidates need to read the stimulus material carefully in order to respond appropriately. In their answer they need to demonstrate their understanding of the whole reading text. Candidates must apply the conventions of the genre – an email response in this particular case.

Most candidates responded to most of the information and organised their ideas to meet the requirements of the task. A few candidates wrote from the perspective of a male, demonstrating only a limited understanding of the nature of the task.

Section III – Writing in Spanish

General Comments

Some candidates translated English idiomatic expressions directly into Spanish, creating inauthentic text, for example: *No puedo esperar* instead of *No veo la hora de que* and *Después te digo cómo voy* instead of *Después te digo cómo me fue*.

Candidates had problems with:

- not being able to differentiate verbs *ser* and *estar*
- inconsistent use of register
- gender and number agreements
- use of Anglicism, eg *sugestiones* instead of *sugerencias*
- lack of accents/use of inappropriate amount of accents
- separation of verbs and object pronouns, eg *hacer lo*, *sacar nos*
- great confusion between verbs such as *hacer* and *ser*, *haber* and *ver*
- the use of the letter 'j' instead of 'y'
- the use of English orthography, especially with double consonants. e.g. *intelligente*, */diferente*, *professor*

Specific comments

Question 11 (a)

In the weaker responses, candidates strayed from the topic/task, referring not to how they were going to spend 'the first day' after their exam but about several days afterwards or what they had already done. Candidates are reminded to stay on task and to apply the genre conventions for each question, ie a diary entry in this case.

Question 12 (a)

In the weaker responses, candidates showed a lack of depth in the treatment of the topic. A few addressed the topic from the point of view of a tourist instead of an exchange student. Candidates are reminded to read the instructions carefully in order to stay on task. Candidates are also reminded to adhere to the word limit. Overlong responses often lack focus and structure, and can be repetitive.

Question 12 (b)

Some candidates wrote the draft of a letter they were going to read to the school executive while others wrote the script of a dialogue between themselves and the executive. Both interpretations were accepted. Weaker responses lacked authenticity in terms of register and the ability to persuade. There was some evidence of the inconsistent use of both the polite and familiar forms. Candidates are reminded of the importance of adhering to the word limit.

Extension

Oral Examination

General Comments

In the best responses, candidates presented a well-structured argument followed by an appropriate conclusion. In the weaker responses, candidates did not present a coherent argument. Information was presented without proper linking or sequencing. Inaccuracies occurred in language especially in the use of Anglicisms such as: *individual* instead of *individuo*, *parientes* instead of *padres*, *sexo oposito* instead of *sexo opuesto*, etc.

Question 1

This question proved challenging. In the best responses, candidates developed a convincing argument incorporating a breadth and depth of relevant supporting information.

Question 2

In the weaker responses, candidates relied heavily on personal experience without presenting a convincing argument to justify their opinion.

Question 3

Even though most of the candidates were able to present a reasonable argument, some were affected by a lack of specific vocabulary related to the topic. For some candidates, it was very hard to find an appropriate word to define a particular concept, but some were able to successfully paraphrase, eg 'young people who dress in black and use heavy black makeup' when referring to 'goths'.

Written Examination

Section I – Response to Prescribed Text

General Comments

In the better responses, candidates demonstrated understanding of the text, often with insight.

In the weaker responses, candidates had difficulty relating the text to the given question. Their responses lacked analytical depth and often simply retold elements of the plot.

Question 1 (b)

In the weaker responses, candidates did not demonstrate an understanding of the significance of the statement *es que me roza*, and gave only the literal meaning.

Question 1 (c)

In general, most candidates identified the lack of communication between the two characters and the reversal of the father–son role, ie the son now acting as protector. References to film techniques were often unrelated to the question, ie more descriptive than analytical. In the better responses, candidates made specific references to the issue of tension in relationships as it related to the two characters.

Question 1 (d)

In the weaker responses, candidates wrote in general terms about film techniques without linking these techniques to the feelings of the characters, or referred to feelings and emotions in a very broad sense without specifically identifying which feeling or emotion.

Section II – Writing in Spanish

Question 2

The purpose of this task is to provide candidates with the opportunity to demonstrate their understanding of the prescribed text. In this instance, it involved an understanding of the character of Susana, especially in terms of her relationship with her mother. In weaker responses, candidates appeared to be writing about a character of their own creation and signed the diary entry accordingly. In the best responses, candidates assumed Susana's character and wrote perceptively on the task from this perspective.

Question 5

On the whole, candidates presented a wide variety of pertinent ideas but found it a challenge to develop a coherent argument. Inaccuracies in basic spelling and basic grammar detracted from the fluency and coherence of the responses as a whole. For example, *ha comenzado* for *a comenzado*, *consumerismo* for *consumismo*, *hablan sobre de* for *hablan sobre esto*.

Candidates are reminded that in Spanish, nouns should be accompanied by an article. Many candidates referred to Australian society as *sociedad australiana* omitting the article '*la*' which is necessary in Spanish. Similarly, students wrote about: *Consumismo es el dueño de las empresas* instead of *el consumismo*.

It should also be noted that in Spanish there is no capital letter on *Australiana* as in *la sociedad australiana* as this is an adjective and not a proper noun.

Question 6

In general, candidates presented an argument for or against the statement. In the best responses, candidates demonstrated a high level of grammatical accuracy and presented a sophisticated argument.

Spanish Beginners

2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Speaking Skills Examination			
Section I — Oral Reading			
1	5	Home and daily routine	H2.4
Speaking Skills Examination			
Section II — Speaking			
2	4	Eating in restaurants	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	5	Holidays and travel	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
4	6	Making arrangements	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
Listening Skills Examination			
1	2	Eating at home and in restaurants – conversation	H3.1
2	1	Holidays and travel – conversation	H3.1
3	2	Shopping – radio advertisement	H3.1
4	1	At the airport, etc – announcement	H3.1
5	3	Home and daily routine – conversation	H3.1
6	3	School activities — conversation	H3.1
7	4	Making arrangements and telephoning – message	H3.1
8	4	Leisure activities – news item	H3.1, H3.2
9	1	Health /Holidays – conversation	H3.1, H3.2
10	4	School activities – speech	H3.1, H3.2
11	5	Holidays and travel – radio interview	H3.1, H3.2

Question	Marks	Content	Syllabus outcomes
Written Examination			
Section I — Reading Skills			
1	2	Home and daily routine – message/instructions	H3.1
2 (a)	1	School/Holidays – letter	H3.1
2 (b)	3	School/Holidays – letter	H3.1
3 (a)	2	Holidays and travel – advertisement	H3.1
3 (b)	4	Holidays and travel – advertisement	H3.1, H3.2
4 (a)	2	Leisure activities – article	H3.1
4 (b)	2	Leisure activities – article	H3.1, H3.2
4 (c)	4	Leisure activities – article	H3.1, H3.2
5 (a)	2	Health and accidents – letters (to the editor)	H3.1
5 (b)	3	Health and accidents – letters (to the editor)	H3.1
5 (c)	5	Health and accidents – letters (to the editor)	H3.1, H3.2
Written Examination			
Section II — Writing Skills			
6	20	Leisure activities – guided dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
7	20	Discussion of plans – free dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
8	20	School activities – letter	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

Spanish Continuers

2007 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	Education and future aspirations - conversation	H3.1
2	3	Leisure and interest – advertisement	H3.1
3	3	Lifestyles – news item	H3.1
4	3	Leisure and interest – message	H3.1
5	4	Travel and tourism – conversation	H3.1, H3.2
6 (a)	1	Youth issues – conversation	H3.2
6 (b)	4	Youth issues – conversation	H3.1, H3.2
7	5	Feeling and opinions – interview	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part A			
8 (a)	2	Feelings and opinions – diary entry	H3.1
8 (b)	3	Feelings and opinions – diary entry	H3.1, H3.2
8 (c)	4	Feelings and opinions – diary entry	H3.1, H3.2
9 (a)	3	Youth issues – formal letter	H3.1, H3.2
9 (b)	4	Youth issues – formal letter	H3.1, H3.2
9 (c)	4	Youth issues – formal letter	H3.1, H3.2
9(d)	5	Youth issues – formal letter	H3.1, H3.2

Written Examination**Section II — Reading and Responding****Part B**

10	15	World of work – email/email	H1.2, H1.3, H2.1, H2.3, H3.1
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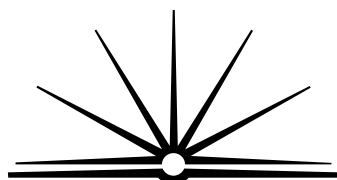
Written Examination**Section III — Writing in Spanish**

11 (a)	6	Personal identity – diary entry	H2.1, H2.2, H2.3
11 (b)	6	Education and future aspirations - diary entry	H2.1, H2.2, H2.3
12 (a)	9	Lifestyles – script of talk	H2.1, H2.2, H2.3
12 (b)	9	Lifestyles – script of talk	H2.1, H2.2, H2.3

Spanish Extension

2007 HSC Examination Mapping Grid

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



BOARD OF STUDIES
NEW SOUTH WALES

2007 HSC Spanish Beginners Marking Guidelines — Listening Skills

Question 1

Outcomes assessed: H 3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies what Tomás and Julia decide to do	2
• Provides some relevant information	1

Question 2

Outcomes assessed: H 3.1

MARKING GUIDELINES

Criteria	Marks
• D	1

Question 3

Outcomes assessed: H 3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies who would be attracted to the advertisement	2
• Provides some relevant information	1

Question 4*Outcomes assessed: H 3.1***MARKING GUIDELINES**

Criteria	Marks
• C	1

Question 5*Outcomes assessed: H 3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of why the father is so upset	3
• Demonstrates an understanding of why the father is so upset	2
• Provides some relevant information	1

Question 6*Outcomes assessed: H 3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of the reasons for the call	3
• Demonstrates an understanding of the reasons for the call	2
• Provides some relevant information	1

Question 7*Outcomes assessed: H 3.1***MARKING GUIDELINES**

Criteria	Marks
• Completes the form with the relevant details	4
• Completes the form with some of the relevant details	2-3
• Provides some relevant information	1

Question 8*Outcomes assessed: H 3.1, H 3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of how Mariano Rodriguez feels about the topic	4
• Demonstrates an understanding of how Mariano Rodriguez feels about the topic	2-3
• Provides some relevant information	1

Question 9*Outcomes assessed: H 3.1, H 3.2***MARKING GUIDELINES**

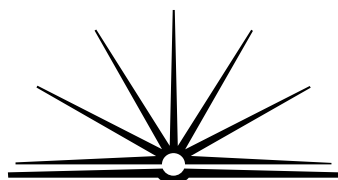
Criteria	Marks
• B	1

Question 10*Outcomes assessed: H 3.1, H 3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of why the speech is so appropriate for the occasion	4
• Demonstrates some understanding of the why the speech is so appropriate for the occasion	2-3
• Provides some relevant information	1

Question 11*Outcomes assessed: H 3.1, H 3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an excellent understanding of the two speakers	5
• Demonstrates a good understanding of the two speakers	4
• Demonstrates some understanding of the two speakers	2-3
• Provides some relevant information	1



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

2007 HSC Spanish Beginners Marking Guidelines — Written Examination

Section I — Reading Skills

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies why Pili has left a note for Teresa	2
• Provides some relevant information	1

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• B	1

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

Criteria	Marks
• Demonstrates a clear understanding of why the letter has been written	3
• Demonstrates some understanding of why the letter has been written	2
• Provides some relevant information	1

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

Criteria	Marks
• Identifies what <i>Instituto sin fronteras</i> is	2
• Provides some relevant information	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a good understanding of why he would prefer Antigua• Makes clear reference to the other two centres	4
<ul style="list-style-type: none">• Demonstrates an understanding of why he would prefer Antigua OR <ul style="list-style-type: none">• Demonstrates an understanding of why he would prefer Antigua• Makes reference to the other centres OR <ul style="list-style-type: none">• Provides a justification for why he would prefer one centre• Makes reference to the other centres	3
<ul style="list-style-type: none">• Demonstrates an understanding of why he would prefer Antigua OR <ul style="list-style-type: none">• Provides some reasons why he would prefer one centre• Makes reference to at least one other centre	2
<ul style="list-style-type: none">• Provides some relevant information	1

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

Criteria	Marks
<ul style="list-style-type: none">• Identifies what the writer is looking forward to	2
<ul style="list-style-type: none">• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a good understanding of how each generation seeks to express its individuality	2
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a good understanding of the significance of the title	4
• Demonstrates some understanding of the significance of the title	2–3
• Provides some relevant information	1

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

Criteria	Marks
• Identifies what Paco is objecting to	2
• Provides some relevant information	1

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

Criteria	Marks
• Clearly identifies the information the writers give about themselves	3
• Identifies most of the information the writers give about themselves	2
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates an excellent understanding of the effectiveness of Juan's response	5
• Demonstrates a good understanding of the effectiveness of Juan's response	4
• Demonstrates some understanding of the effectiveness of Juan's response	2-3
• Provides some relevant information	1

Section II — Writing Skills

Questions 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

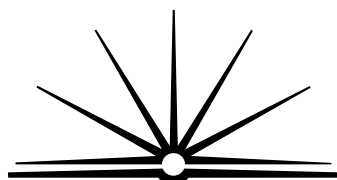
Section II (continued)

Questions 7–8

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



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

2007 HSC Spanish Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

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

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies all relevant information	3
• Identifies some relevant information	2
• Identifies isolated details	1

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

Criteria	Marks
• Identifies all relevant information	3
• Identifies some relevant information	2
• Identifies isolated details	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of what Carlos would do • Justifies the response	3
• Demonstrates some understanding of what Carlos would do	2
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of why she is frustrated • Identifies some references from the text to support the answer	4
• Demonstrates some understanding of why she is frustrated • Identifies a reference from the text	2–3
• Identifies some relevant information	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of why Alicia could not change Miguel's mind	4
• Demonstrates a good understanding of why Alicia could not change Miguel's mind	3
• Demonstrates an understanding of why Alicia could not change Miguel's mind	2
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a thorough, comprehensive and perceptive analysis of the interview's techniques • Identifies relevant references to support the analysis	5
• Demonstrates a good analysis of the interview's techniques • Identifies some references to support the analysis	3–4
• Demonstrates basic understanding of the interview's techniques OR • Identifies some references from the text	1–2

Section II — Reading and Responding

Part A

Question 8 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

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

Question 8 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of the difference • Explains the difference fully	3
• Demonstrates some understanding of the difference • Explains the difference partially	2
• Identifies some reference	1

Question 8 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the text and the language used • Identifies some references to support such understanding	4
• Demonstrates a good understanding of the text and the language used • Identifies a reference to support such understanding	3
• Demonstrates a basic understanding of the text and the language used	2
• Identifies some examples of the language used or explains the state of mind	1

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

Criteria	Marks
• Identifies all relevant information from the text	3
• Identifies some information from the text	2
• Identifies an isolated example from the text	1

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

Criteria	Marks
• Demonstrates a thorough understanding of the parent's concern	4
• Demonstrates a good understanding of the parent's concern	3
• Demonstrates a basic understanding of the parent's concern	2
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of Dr Herrera's advice • Identifies relevant references	4
• Demonstrates a good understanding of Dr Herrera's advice • Identifies relevant references	3
• Demonstrates a basic understanding of Dr Herrera's advice	2
• Identifies some relevant information	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive analysis of the relationship between the texts• Identifies relevant references to support the analysis	5
<ul style="list-style-type: none">• Demonstrates a thorough analysis of the relationship between the texts• Identifies relevant references to support the analysis	4
<ul style="list-style-type: none">• Demonstrates a good analysis of the relationship between the texts• Identifies a relevant reference to support the analysis	3
<ul style="list-style-type: none">• Demonstrates a basic analysis of the relationship between the texts• Identifies some examples or points of view	2
<ul style="list-style-type: none">• Identifies some examples of issues to demonstrate the relationship between the texts without explanation or support	1

Section II — Reading and Responding

Part B

Question 10

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 11

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 12

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, reflect 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

2007 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 good understanding of the link between this scene and the one in which Manu makes the wish	3
• Demonstrates a basic understanding of the link between this scene and the one in which Manu makes the wish	2
• Identifies one appropriate reference	1

Question 1 (b)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a full understanding of the reasons why Manu is not wearing the watch	3
• Demonstrates some understanding of the reasons why Manu is not wearing the watch	2
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a perceptive understanding on the way in which this scene explores the issue of tension in relationships	4
• Demonstrates a good understanding on the way in which this scene explores the issue of tension in relationships	3
• Demonstrates some understanding on the way in which this scene explores the issue of tension in relationships	2
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a perceptive understanding on the way in which film techniques are used to convey feelings • Refers to at least TWO film techniques and at least TWO feelings	5
• Demonstrates a good understanding on the way in which film techniques are used to convey feelings	4
• Demonstrates some understanding on the way in which film techniques are used to convey feelings	2–3
• Identifies some relevant information	1

Section I — Response to Prescribed Text: *Los Cachorros*
Part A**Question 3 (a)***Outcomes assessed: H2.1, H2.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a full understanding of the link between the nickname Pichulita and his accident	3
• Demonstrates some understanding of the link between the nickname Pichulita and his accident	2
• Provides one correct contextual detail	1

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

Criteria	Marks
• Demonstrates a full understanding of the intention of the father's attitude	3
• Demonstrates some understanding of the father's attitude	2
• Demonstrates a limited understanding of father's attitude	1

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

Criteria	Marks
• Demonstrates a perceptive understanding on the way in which this paragraph reflect the relationship between Cuellar and his peers now and throughout the novel	4
• Demonstrates some understanding on the way in which this paragraph reflect the relationship between Cuellar and his peers now and throughout the novel	2–3
• Demonstrates a limited understanding on the way in which this paragraph reflect the relationship between Cuellar and his peers now and throughout the novel	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding on the way in which language techniques are used to convey feelings• Refers to at least TWO language techniques and at least TWO feelings	5
<ul style="list-style-type: none">• Demonstrates a good understanding on the way in which language techniques are used to convey feelings	4
<ul style="list-style-type: none">• Demonstrates some understanding on the way in which language techniques are used to convey feelings	2–3
<ul style="list-style-type: none">• Identifies some relevant information	1

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