

**2008 HSC Notes from
the Marking Centre
Spanish**

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Contents

| | |
|--|----|
| Introduction | 4 |
| Beginners | 4 |
| Oral examination..... | 4 |
| Written examination..... | 5 |
| Section I – Listening | 5 |
| Section II – Reading..... | 6 |
| Section III – Writing in Spanish | 8 |
| Continuers..... | 10 |
| Speaking skills..... | 10 |
| Written examination..... | 11 |
| Section I – Listening and responding | 11 |
| Section II – Reading and responding | 11 |
| Section III – Writing in Spanish | 13 |
| Extension | 14 |
| Speaking skills..... | 14 |
| Section I – Response to prescribed text: Barrio..... | 15 |
| Section II – Writing in Spanish..... | 15 |

2008 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 2008 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 syllabuses, the 2008 Higher School Certificate examinations, 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

Oral examination

General comments

Most candidates responded to questions with relevant information and maintained some level of conversation for the required five minutes. In the best responses, candidates conversed freely across a number of topics, demonstrating their ability to manipulate a broad range of vocabulary and language structures in formulating their responses. They provided expansive and totally appropriate answers to questions and displayed their excellent control of a variety of the language structures included in the course.

In preparing for this examination candidates are advised to ensure that they can provide responses across a range of topics; that they can expand these responses whenever possible; that they can speak about the past and the future as well, of course, as in the present tense; and that their vocabulary is varied, especially the adjectives and descriptive phrases. It would be helpful to candidates to practise conversing for the required five minutes, so that they can be sure to demonstrate their conversational abilities within the constraints of the time available to them in the examination.

Written examination

Section I – Listening

General comments

Candidates are reminded that they should always listen to the content of the items and not focus on the tone of voice or single words.

Question 2

Most candidates understood the concept that the item referred to a sale but some candidates had difficulty with the concept of summer clothing and did not identify the 30% discount.

Question 3

This question was answered correctly with most candidates identifying the two items from the menu.

Question 4

Most candidates showed a general understanding of why Maria was leaving a message.

Question 5

In only the best responses did candidates establish that Jorge and Luisa were both students.

Question 6

In most responses candidates identified at least one of the three elements required. A large number of candidates struggled with the concept of *Una exhibición de bailes* and did not provide a complete answer stating that the activity was either ‘dancing’ or ‘an exhibition’, thus changing the meaning.

Question 7

In the better responses, candidates identified that Mrs Garcia was expecting an important phone call.

Question 8

In most responses candidates understood that this item was about a live performance.

Question 9

The concepts that proved most challenging were *y puedo compartir con mi familia y amigos los lugares que he visitado* and *mi mamá me las guarda*.

Question 10

In the best responses, candidates identified that Pepe still owed Marta money and that she therefore doubted that he would ever pay her back.

Question 11

Most candidates identified that the item was about nominations for leadership positions.

Question 12

Generally, this proved to be a challenging question. In the better responses, candidates supported the likelihood of being accepted into the program with evidence either for or against.

Section II – Reading

General comments

Candidates are encouraged to read each text carefully, and all the questions associated with it, before trying to formulate an answer. This will ensure that they gain an overall understanding of the text and provide information relevant to the question. The marks and number of lines allocated to each question provide a useful indication of the nature of the response expected.

Candidates are also reminded of the importance of proofreading their answers to make sure that they are coherent and unambiguous.

Question 13

Most candidates identified that the text provided information about the appropriate dosages and precautions associated with taking the medication. Weaker responses tended to omit reference to the element of warning.

Question 14

- (a) The concept of volunteering was identified by nearly all candidates, though what the volunteering was for was not clear in some of the responses.
- (b) The sense of satisfaction was correctly identified as one of the benefits in most responses, but not all candidates included the free lunch as well.

Question 15

- (a) The best responses showed an understanding that what prompted Mariucha to write was her sense of injustice at not receiving a new car as her sister had three years earlier. Weaker responses merely identified the issue of a car.
- (b) This question required candidates not only to express an opinion about how Mariucha might have felt, but also to justify that opinion. A range of opinions were accepted as correct: she might feel outraged, or chastened, or ambivalent or even confused. What distinguished good responses was that the opinion was justified by being clearly linked to evidence from the text, including the directness and harshness of Tía Lola's reply.

Question 16

- (a) The better responses included the fact that the people at the function felt special because they were part of a select group invited to the opening night, that they were personally welcomed by the owner and that they received a silver bracelet as a memento of the event. Quite a number of otherwise good responses omitted reference to the invitation.

The weaker responses focused on the attractions the venue offered, which then led to a repetition of information in Part (b).

- (b) Most candidates correctly identified most of the attractions likely to make the venue successful, such as the outstanding décor, the promise of different music every night, the regularly changing international menu and the success of the opening night with glamorous celebrities in attendance.
A few of the best responses also mentioned the positive review itself as a factor.
- (c) About half the candidates correctly identified D as the most appropriate title.

Question 17

- (a) In the better responses, candidates identified the purpose of the site as providing prospective travellers with a range of uncensored opinions from people who have already undertaken the trip.
- (b) Most candidates provided a clear explanation of the statement. They identified the Ortegas' satisfaction with the company and the hiking experience up until the husband's injury and their declared intention to return, and compared this with José's boredom and disappointment at being stuck with a group of older people and no girls.

Weaker responses omitted reference to José entirely or else made broad generalised statements about the Ortegas having had a good time whereas José thought it was a horror.

- (c) Some of the best responses dealt in a coherent manner with why the experiences differed, starting with the fact that the Yoldis were a family with young children and Manuela was a single older person with differing expectations and then step by step with their reactions to aspects of the trip. Other good responses were also detailed and effective but chose to deal with the experiences of the family and of Manuela separately.

Weaker responses tended to be disorganised and lack coherence and/or relevant detail. Some responses referred to Manuela as a man or, in some cases to the Manuela family indicating a very poor understanding of the text.

Section III – Writing in Spanish

General comments

The best responses displayed close attention to the requirements of each question in terms of audience, purpose and/or context.

The availability of dictionaries during the examination proved to be of great assistance to candidates who had obviously used them thoughtfully to help occasionally in selecting the most appropriate word and to check spelling. On the other hand, quite a number of responses appeared to rely extensively on dictionaries without regard to the complexities of their use. Students and teachers are reminded of the importance of learning how to use bilingual dictionaries. The failure to understand the function of a word in a particular context can lead to phrases such as *Escribe espalda* (Write back?) and *Soy mentiras en el sol* (I am lying in the sun?).

Another problem, which may have been a result of excessive dictionary use, was the disappointing number of cases where there was no attempt to answer Question 20. Sometimes this seemed to be associated with evidence of a great deal of dictionary consultation in Questions 18 and 19. Candidates are advised to ensure that they make good use of the time available to them; spending so much time on a question worth four or six marks to the detriment of a ten-mark question is obviously a very poor use of that time.

Further to the management of time, candidates are again reminded to take note of the number of words stipulated in the writing questions. There is no advantage to be gained from greatly exceeding the stipulated number, especially if this means that candidates do not have the time to plan and then read over and edit their responses.

Question 18

This question required a fairly brief response containing both an apology for not being able to work, and an explanation. The best responses provided both of these elements in simple, correct and relatively authentic Spanish. Given that formal letters are not a productive text type for the Beginners course, there was no need to use the *usted* form, nor the formal language of business letters. Some responses suffered from trying to be excessively complex, leading at times to incoherence.

Question 19

This question also required two distinct elements: a description of a place and the recount of activities that have been undertaken. Most candidates produced appropriate, well organised, postcard-type texts in easily comprehensible Spanish. There were some excellent responses, using a wide range of well-constructed sentences and pertinent descriptive terms to create a brief but clear picture of the environment and a coherent outline of a series of activities in the past tense.

Weaker responses concentrated on only one of the two required elements, were poorly organised or suffered from limited knowledge of vocabulary and language structures. Fortunately there were only a small number of barely comprehensible responses which appeared to depend almost exclusively on intensive dictionary use.

Question 20

General comments

The best responses offered evidence of thoughtful organisation, carefully addressing all aspects of the selected question, in clear, well-structured paragraphs. Although there were some very good responses that noticeably exceeded the indicated number of words, many of the best responses fulfilled all requirements of the questions in approximately 125 words. Candidates are reminded that it is the quality, not the length of their responses, that matters. Similarly, while the ability to use a variety of vocabulary, language structures and features is an important asset, candidates are advised not to use over-complicated structures which might interfere with the clarity and authenticity of their scripts.

- (a) The key element in this part of the question was a comparison of lifestyle overseas and at home for someone on student exchange. As the question did not specify a particular overseas country, some interesting, well-constructed responses were written from the perspective of an overseas student on exchange in Australia, or some other non-Spanish speaking country. However most candidates focused on Spain or Latin America and better responses included a number of lifestyle differences such as food and meal times, family interactions, sporting activities and climate.

Weaker responses just tried to recount the experiences of someone on student exchange, with little attempt at comparison.

- (b) While fewer candidates answered this question than Part (a), the standard of response to both questions was very similar, with a number of excellent, thoughtful scripts in clear, relatively simple but well-expressed Spanish. Once again it was important to address the question, in this case the issue of how the scholarship would affect plans for the following year.

Continuers

Speaking skills

General comments

Overall, candidates were able to hold a ten-minute conversation in relation to their personal world. Candidates should note that it is important to expand and elaborate on questions asked by the examiner. This means that candidates should make an effort to respond using phrases which express their opinions, eg *creo que, pienso que, en mi opinión, me gustaría*.

Overall, candidates expressed themselves appropriately for the length of the examination. However the use of false friends and Anglicisms should be avoided. For example *marcas* when referring to *notas*; *facilidades* when referring to *servicios* and *instalaciones*; *hospitalidad* when referring to *hostelería* and *hotelería*.

Literal translations from English into Spanish should also be avoided: for example, *moverse* instead of *mudarse*; *voy a hacer la universidad* instead of *voy a estudiar en la universidad*.

In the better responses, candidates demonstrated a good command of Spanish and used a range of vocabulary when referring to, for example, institutions such as ‘TAFE’ *instituto/colegio técnico*; ‘HSC’ *bachillerato* and when referring to subjects of study, for example, ‘Business Studies’, *Estudios Empresariales*.

Also, in the better responses candidates used the correct terminology for the different sports and leisure activities, for example, ‘basketball’ *baloncesto* and ‘cycling’ *ciclismo*.

There were inaccuracies in gender–number agreements and adjective–noun agreements. Also the difference between *por* and *para*; *mi coach* instead of *mi entrenador*, *nos discutimos* instead of *discutimos* and *gentes* instead of *gente*.

Candidates are reminded not to make reference to their names, school or suburb.

Written examination

Section I – Listening and responding

Specific comments

Question 5

In the weaker responses, candidates listed the character traits of each speaker without drawing a comparison between them.

Question 6

Many candidates explained that the relationship between the speaker changed from nice to nasty, from being called *princesa* to *que cara dura*. In the better responses, candidates further explained that the male speaker added insult to injury by telling the female speaker that she was not the first girl he called and she would not be the last.

Question 7

Only a few candidates correctly identified that the main point of Javier's conversation with Patricia was that she should not buy a car.

Question 8

The intent of this question was understood by most candidates, but the responses varied greatly in details and thus quality, accuracy and clarity of the explanations. Some students could cite the language devices used in the speech, and chose appropriate supporting evidence.

Section II – Reading and responding

Question 9

Specific comments

- (a) Most candidates identified the correct answer. However, some candidates did not recognise that Raul Torres was in the past the best football player in the world and that he now is a sports journalist.
- (c) In the best responses, candidates understood the reasons for the inclusion of Yolanda's letter and supported the answers with explicit evidence from the text either in English or Spanish.

In the weaker responses, candidates made claims without fully explaining the reasons for them and did not support these claims with evidence from the text.

Question 10

General comments

The text proved challenging for many candidates, who in many cases did not address the questions asked. Candidates are reminded to read the question carefully and plan their answers.

- (a) This question was well answered by most candidates. In a few weak responses, candidates did not understand the concept of the setting of a scene.
- (b) In the best responses, candidates described the relationship between Julio and Emilia as that of brother and sister who had a strong bond, were friends in crime and supported and depended on each other. Some candidates did not provide evidence for their statements. A few candidates did not understand the relationship between the brother and sister and the italicised lines.
- (c) In the best responses, candidates gave detailed information about the mother's personality. In the weaker responses, candidates described her state of mind in the scene or her reactions as the scene developed but not her personality.
- (d) In the best responses, candidates wrote clearly about the developing sense of conflict. These responses clearly articulated the devices used by the author as well as citing relevant supporting evidence from the text.

Question 11

General comments

Candidates are reminded to read the stimulus text carefully. In their answers they need to address all the main points included in the stimulus text. Candidates must not forget to apply the conventions of the genre, which in this case was an email.

Section III – Writing in Spanish

Question 12

General comments

Candidates are reminded of the importance of adhering to the word limit. Many candidates wrote well over the required amount, often including irrelevant material and/or demonstrating poor control over structure and sequencing. Some candidates mistranslated idiomatic expressions from English into Spanish by translating each word literally eg *no puedo esperar*.

Most candidates did not use accents even with common words, eg *Mamá, Papá, está*.

There was evidence of a lack of knowledge of basic verbs such as *hacer* and *ser*, which were constantly misspelt and/or used incorrectly. *Haber* and *ver* were also treated in the same manner.

Candidates often confused the use of *y* and *l* and punctuation was also of concern in some responses.

Question 13

General comments

Candidates are reminded of the importance of adhering to the word limit. Many candidates wrote well over the required amount, often including irrelevant material and/or demonstrating poor control over structure and sequencing of ideas and information.

Some candidates mistranslated idiomatic expressions from English into Spanish by translating each word literally eg *lo que ustedes están pensando de* (what you are thinking of), *un pie a un tiempo* (one step at a time) and the use of Anglicisms, for example, *enviromento* instead of *medio ambiente* *absentismo*, *inasistencia salvar agua* (save water). Furthermore, candidates are reminded that they must be consistent in their use of either the formal *Ud/s* or informal *tu* form of address. Candidates are also reminded to indicate the number of the question they are attempting.

- (a) In the weaker responses, candidates did not have knowledge of the specialised vocabulary needed to discuss environmental issues. In general, those candidates who adhered to the word limit presented better-structured and more coherent responses than those who did not. Most candidates, however, wrote responses more than two pages long and in most instances these lacked coherence and included repeated errors of spelling and grammar.
- (b) See above comments in relation to those candidates who wrote excessively.

Extension

Speaking skills

General comments

While most candidates spoke with some degree of fluency in a general way about *la música*, *los ancianos* and *el acoso por internet*, they had significant difficulty addressing the specific issues raised in each statement. It is not sufficient at Extension level to simply talk about a topic in a generalised way. In the monologue, candidates are assessed on their ability to present and support an argument.

In the better responses, candidates spoke clearly and logically and demonstrated breadth and depth in relation to the ideas and information presented. These candidates also indicated whether they agreed or disagreed with the statement early in their monologue. They managed the time allocation well and engaged the listener.

In the weaker responses, candidates struggled to present their thoughts clearly and in a systematic way. They found it difficult to manipulate the vocabulary and structures to justify a point of view. They did not use specific vocabulary related to each issue, or use it appropriately. Regular, focused practice, supported by word lists of relevant vocabulary and structures, would enable candidates to perform the monologue more effectively.

Many candidates relied heavily on English syntax and Anglicisms, eg *No les pagan mucha atención*; *depender en sus hijos*; *seguir adelante por*. They also made very basic grammatical errors in number and gender agreements.

Question 1

Most candidates did not address the specific issue nor develop a coherent argument. They talked about when they listened to music and listed musical genres, but not about the impact of music on their life and what it would be like to live in silence. They discussed the importance of music, but not whether it was essential to young people.

Question 2

This question was generally well answered. In some weaker responses, candidates did not specifically address why there was no room in today's society for the elderly even though they spoke in general terms about the contribution they made and make. A number of candidates argued more concretely that the elderly had a physical place in society, such as nursing homes, but did not consider place more figuratively in terms of the inclusion of the elderly as valued members of today's society.

Question 3

Most candidates addressed the issue, speaking for the required time, about internet bullying and even proposing solutions for victims in order for the bullying to be stopped.

Section I – Response to prescribed text: Barrio

General comments

Candidates, generally, demonstrated a thorough understanding of the events, characters and their portrayal, and the issues as revealed through the film. However, only in the very best responses did candidates demonstrate perceptive analysis.

Candidates are reminded to read questions thoroughly to ensure they have covered all aspects. The mark allocation for each question gives candidates an indication of the quality required in the response. Candidates are also reminded that when examples or references to the text are given in an answer they should demonstrate they have understood these by either paraphrasing or translating them. A number of candidates answered questions in general terms with references from the film as a whole without referring to specific examples from the scene.

In the last question candidates had to name the prescribed issue that was best represented in the scene and to support their response with relevant examples from the text. General comments without a direct reference to the scene given did not adequately address the question. The best responses drew upon a wide range of examples throughout the scene in a coherent and logical manner to support their ideas and justify their analysis of the prescribed issue and scene.

Question 1

- (a) In the weaker responses, candidates did not clearly identify those qualities that make up Javi's character. In the better responses, candidates responded perceptively and succinctly to his character as revealed in the scene.
- (b) The weaker responses retold the events from the scene. The better responses were succinct, perceptive and reflective.
- (d) In the best responses, candidates analysed the scene in relation to the identified prescribed issue. In these responses, candidates explored the issue, making connections with the family situation and its environment. In the weaker responses, candidates did not identify any of the prescribed issues but discussed one of their own choosing.

Section II – Writing in Spanish

Question 2

In better responses, candidates demonstrated knowledge of the range and depth of understanding that the film allowed, and the vocabulary and expressions used by the characters. The weaker responses lacked creativity and had difficulty in manipulating language within the parameters of character. Candidates are strongly advised to understand the requirement of taking on the role of a character, which is more than writing using a sound knowledge of vocabulary and grammar.

Question 5 and 6

Candidates dealt with the topic with sophisticated argument and language, and demonstrated awareness of the audience they were addressing. Many responses expressed the view that society is obsessed with the acquisition of material possessions and technology, and their lack of communication coupled with their obsessions is detrimental to family life.

Spanish Beginners

2008 HSC Examination Mapping Grid

| Question | Marks | Content | Syllabus outcomes |
|---|-------|---|------------------------------------|
| Oral Examination | | | |
| | 20 | Conversation covering the candidate's personal world as it relates to the prescribed topics | H1.1, H1.2, H1.3 |
| Written Examination | | | |
| Section I — Listening | | | |
| 1 | 2 | Family life, home and neighbourhood – conversation | H2.2 |
| 2 | 2 | People, places and communities – advertisement | H2.2 |
| 3 | 2 | Holidays, travel and tourism – conversation | H2.2 |
| 4 | 3 | Friends, recreation and pastimes – (phone) message | H2.1, H2.3 |
| 5 | 1 | Education and work – conversation | H2.1, H2.5 |
| 6 | 3 | Holidays, travel and tourism – conversation | H2.1, H2.2 |
| 7 | 3 | People, places and communities – conversation | H2.1, H2.4 |
| 8 | 1 | Friends, recreation and pastimes – news item | H2.1, H2.5 |
| 9 | 3 | Holidays, travel and tourism – conversation | H2.1, H2.4 |
| 10 | 4 | Friends, recreation and pastimes – conversation | H2.1, H2.4 |
| 11 | 1 | Education and work – speech | H2.1, H2.5 |
| 12 | 5 | Future plans and aspirations – conversation | H2.1, H2.4 |
| Section II — Reading | | | |
| 13 | 2 | Family life, home and neighbourhood – instructions | H2.2 |
| 14 (a) | 2 | People, places and communities – advertisement | H2.5 |
| 14 (b) | 2 | People, places and communities – advertisement | H2.2 |
| 15 (a) | 2 | Family life, home and neighbourhood – letters | H2.1, H2.2 |
| 15 (b) | 4 | Family life, home and neighbourhood – letters | H2.1, H2.4 |
| 16 (a) | 3 | Friends, recreations and pastimes – article | H2.2 |
| 16 (b) | 4 | Friends, recreations and pastimes – article | H2.1, H2.4 |
| 16 (c) | 1 | Friends, recreations and pastimes – article | H2.1 |
| 17 (a) | 2 | Holidays, travel and tourism – blog page | H2.5 |
| 17 (b) | 3 | Holidays, travel and tourism – blog page | H2.1, H2.4 |
| 17 (c) | 5 | Holidays, travel and tourism – blog page | H2.1, H2.4 |
| Section III — Writing in Spanish | | | |
| Part A | | | |
| 18 | 4 | Education and work – email | H1.1, H1.2, H1.3, H3.1, H3.2, H3.3 |
| 19 | 6 | Holidays, travel and tourism – postcard | H1.1, H1.2, H1.3, H3.1, H3.2, H3.3 |
| Section III — Writing in Spanish | | | |
| Part B | | | |
| 20 (a) | 10 | People, places and communities – letter | H3.1, H3.2, H3.3 |
| 20 (b) | 10 | Future plans and aspirations – letter | H3.1, H3.2, H3.3 |

Spanish Continuers

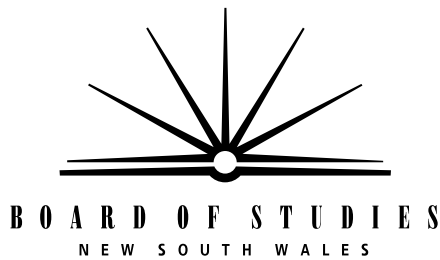
2008 HSC Examination Mapping Grid

| Question | Marks | Content | Syllabus outcomes |
|---|-------|---|------------------------------------|
| Oral Examination | | | |
| | 20 | | H1.1, H1.2, H1.3, H1.4, H2.1, H2.3 |
| Written Examination | | | |
| Section I — Listening and Responding | | | |
| 1 | 2 | Personal identity – conversation | H3.1 |
| 2 | 3 | Travel and tourism – advertisement | H3.1 |
| 3 | 3 | Education and future aspirations – conversation | H3.1 |
| 4 | 3 | Arts and entertainment – announcement | H3.1 |
| 5 | 3 | World of work – conversation | H3.1, H3.2 |
| 6 | 4 | Feelings, opinions, attitudes and preferences, phone conversation | H3.1, H3.2 |
| 7 | 1 | Current issues – conversation | H3.1, H3.2 |
| 8 | 6 | Lifestyles – speech | H3.1, H3.2 |
| Section II — Reading and Responding | | | |
| Part A | | | |
| 9 (a) | 2 | Leisure and interests – article | H3.1 |
| 9 (b) | 3 | Leisure and interests – article | H3.1 |
| 9 (c) | 5 | Leisure and interests – article | H3.1, H3.2 |
| 10 (a) | 2 | Youth issues – play | H3.1 |
| 10 (b) | 4 | Youth issues – play | H3.1, H3.2 |
| 10 (c) | 4 | Youth issues – play | H3.1, H3.2 |
| 10 (d) | 5 | Youth issues – play | H3.1, H3.2 |
| Section II — Reading and Responding | | | |
| Part B | | | |
| 11 | 15 | Youth issues – email / email | H1.2, H1.3, H2.1, H2.3, H3.1 |
| Section III — Writing in Spanish | | | |
| 12 (a) | 6 | Travel and tourism letter – letter | H2.1, H2.2, H2.3 |
| 12 (b) | 6 | Leisure and interests – letter | H2.1, H2.2, H2.3 |
| 13 (a) | 9 | Youth issues – script of talk | H2.1, H2.2, H2.3 |
| 13 (b) | 9 | Youth issues – script of talk | H2.1, H2.2, H2.3 |

Spanish Extension

2008 HSC Examination Mapping Grid

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



2008 HSC Spanish Beginners Marking Guidelines

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Spanish Beginners, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (2) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

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Section I — Listening

Question 1

Outcomes assessed: H2.2

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| • Identifies why the boy is upset | 2 |
| • Provides some information relevant to the question | 1 |

Sample answer:

His mother will not let him go to the movies.

Question 2

Outcomes assessed: H2.2

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| • Clearly describes the offer | 2 |
| • Provides some information relevant to the question | 1 |

Sample answer:

A 30% discount on all summer clothing.

Question 3

Outcomes assessed: H2.2

MARKING GUIDELINES

| Criteria | Marks |
|--------------------------|-------|
| • Identifies both dishes | 2 |
| • Identifies one dish | 1 |

Sample answer:

Vegetable soup and chicken and chips

**Question 4**

Outcomes assessed: H2.1, H2.3

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| • Demonstrates a good understanding of why Maria is leaving a message | 3 |
| • Demonstrates a general understanding of why Maria is leaving a message | 2 |
| • Provides some information relevant to the question | 1 |

Sample answer:

She is leaving a message because he is not home and she wants to invite him to a party tomorrow night. She needs to know whether he is coming.

Question 5

Outcomes assessed: H2.1, H2.5

MARKING GUIDELINES

| Criteria | Marks |
|----------|-------|
| • B | 1 |

Question 6

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| • Provides all the information on the timetable | 3 |
| • Provides most of the information on the timetable | 2 |
| • Provides some information relevant to the question | 1 |

Sample answer:

Wednesday pm: dance exhibition; Thursday am: free; Friday am: bike trip.

Question 7

Outcomes assessed: H2.1, H2.4

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Demonstrates a good understanding of why Sra Garcia is annoyed | 3 |
| • Demonstrates a general understanding of why Sra Garcia is annoyed | 2 |
| • Provides some information relevant to the question | 1 |

**Question 7 (continued)****Sample answer:**

She is annoyed because the caller is wasting her time as she is not interested in going to the gym. Moreover, she is cooking dinner and fears she might miss an important telephone call she is expecting.

Question 8

Outcomes assessed: H2.1, H2.5

MARKING GUIDELINES

| Criteria | Marks |
|----------|-------|
| • C | 1 |

Question 9

Outcomes assessed: H2.1, H2.4

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Demonstrates a good understanding of why Alejandra prefers postcards | 3 |
| • Demonstrates a general understanding of why Alejandra prefers postcards | 2 |
| • Provides some information relevant to the question | 1 |

Sample answer:

She prefers postcards because they are easy to buy; they help her share her travels with her family and friends and they serve as a souvenir of each trip.

Question 10

Outcomes assessed: H2.1, H2.4

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Demonstrates a good understanding of the reasons for Marta's refusal • Supports the answer with evidence from the text | 4 |
| • Demonstrates a general understanding of the reasons for Marta's refusal | 2-3 |
| • Provides some information relevant to the question | 1 |

Sample answer:

Marta is very justified because she doesn't have much money at the moment. She has lent Pepe money before and he has not repaid it yet. She thinks that spending 2000 pesos on taking his girlfriend out to dinner is ridiculous. Moreover she doesn't believe she will ever get her money back.

**Question 11***Outcomes assessed: H2.1, H2.5***MARKING GUIDELINES**

| Criteria | Marks |
|----------|-------|
| • D | 1 |

Question 12*Outcomes assessed: H2.1, H2.4***MARKING GUIDELINES**

| Criteria | Marks |
|--|-------|
| • Demonstrates an excellent understanding of how likely David is to gain a place in the program • Supports answer with clear evidence from the text | 5 |
| • Demonstrates a good understanding of how likely David is to gain a place in the program • Supports answer with evidence from the text | 3-4 |
| • Demonstrates a general understanding of how likely David is to gain a place in the program | 2 |
| • Provides some information relevant to the question | 1 |

Sample answer: (for the positive argument. An opposing view is also acceptable)

David would be likely to gain a place because he speaks English. He is fit as he practises a lot of sport. He is also a team worker and can handle difficult conditions given that he belongs to a mountain climbing club and that requires dealing with other people and with unexpected situations. He is also enthusiastic about living in a different culture even though it will mean living a whole year without his mobile phone.

Section II — Reading**Question 13***Outcomes assessed: H2.2***MARKING GUIDELINES**

| Criteria | Marks |
|--|-------|
| • Identifies the ways in which the text is useful | 2 |
| • Provides some information relevant to the question | 1 |

Sample answer:

It gives the appropriate dosages and warnings for adults and children.

**Question 14 (a)**

Outcomes assessed: H2.5

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| • Identifies the purpose of the text | 2 |
| • Provides some information relevant to the question | 1 |

Sample answer:

It is trying to attract volunteers for a clean up of local parks and reserves.

Question 14 (b)

Outcomes assessed: H2.2

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| • Identifies the benefits to be gained by participants | 2 |
| • Provides some information relevant to the question | 1 |

Sample answer:

Participants will be given a free lunch and will have the satisfaction of helping the community.

Question 15 (a)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Identifies what has prompted Mariucha to write her letter | 2 |
| • Provides some information relevant to the question | 1 |

Sample answer:

Mariucha has written to tía Lola because she is upset and wants advice on how to get her parents to buy her a new car.

**Question 15 (b)***Outcomes assessed: H2.1, H2.4***MARKING GUIDELINES**

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none">• Demonstrates a good understanding of how Mariucha would react to Tía Lola's reply• Supports answer with evidence from the text | 4 |
| <ul style="list-style-type: none">• Demonstrates a general understanding of how Mariucha would react to Tía Lola's reply• Supports answer with relevant references to the text | 3 |
| <ul style="list-style-type: none">• Demonstrates some understanding of how Mariucha would react to Tía Lola's reply | 2 |
| <ul style="list-style-type: none">• Provides some information relevant to the question | 1 |

Sample answer:

Mariucha might be hurt and offended by Tía Lola's harsh letter. She might feel angry that Tía Lola doesn't understand what it's like to be a younger sibling and to be stuck with her sister's secondhand car. However she might also admit that she is really quite lucky to get a car at all and be willing to follow the advice on saving up and using the old car as a trade-in.

Question 16 (a)*Outcomes assessed: H2.2***MARKING GUIDELINES**

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none">• Identifies all factors that make the guests feel special | 3 |
| <ul style="list-style-type: none">• Identifies some factors that make the guests feel special | 2 |
| <ul style="list-style-type: none">• Provides some information relevant to the question | 1 |

Sample answer:

The guests were part of a select group; they were all personally greeted by the owner and they were all given a silver bracelet as a memento of the occasion.

Question 16 (b)*Outcomes assessed: H2.1, H2.4***MARKING GUIDELINES**

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none">• Demonstrates a good understanding of why the venue would be a success• Supports answer with clear evidence from the text | 4 |
| <ul style="list-style-type: none">• Demonstrates a general understanding of why the venue would be a success | 2–3 |
| <ul style="list-style-type: none">• Provides some information relevant to the question | 1 |

**Question 16 (b) (continued)****Sample answer:**

This venue has a unique, modern environment designed by a famous interior decorator. The menu changes regularly offering flavours from around the world. There is also a range of live music and it is likely to be the in-place for celebrities this season. It has also been positively reviewed.

Question 16 (c)

Outcomes assessed: H2.1

MARKING GUIDELINES

| Criteria | Marks |
|----------|-------|
| • D | 1 |

Question 17(a)

Outcomes assessed: H2.5

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| • Identifies the purpose of the website | 2 |
| • Provides some information relevant to the question | 1 |

Sample answer:

This website provides information and a range of different opinions about the same holiday experience to help the reader to make a decision.

Question 17 (b)

Outcomes assessed: H2.1, H2.2, H 2.4

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Demonstrates a good understanding of why the Ortegas are more likely to return | 3 |
| • Provides clear evidence from the text | |
| • Demonstrates a general understanding of why the Ortegas are more likely to return | 2 |
| • Provides some information relevant to the question | 1 |

Sample answer:

The Ortegas are more likely to return because they want to complete the trek. They really enjoyed the experience, but it was cut short due to the husband's accident. They were very impressed with the company's support. José is unlikely to return because the average age of the tour group was too old for them; there were no girls and the afternoons were boring.

**Question 17 (c)***Outcomes assessed: H2.1, H2.4***MARKING GUIDELINES**

| Criteria | Marks |
|---|--------------|
| <ul style="list-style-type: none">• Demonstrates an excellent understanding of why the experiences are so different• Supports answer with evidence from the text | 5 |
| <ul style="list-style-type: none">• Demonstrates a good understanding of why the experiences are so different• Supports answer with references to the text | 4 |
| <ul style="list-style-type: none">• Demonstrates a general understanding of why the experiences are so different | 2-3 |
| <ul style="list-style-type: none">• Provides some information relevant to the question | 1 |

Sample answer:

Manuela's experience as a single person was a positive one even though it was different from anything she had ever done before. The walks were challenging but she enjoyed the trip so much that she wants to do a similar holiday somewhere else.

The Yoldi family's experience did not meet their expectations. Their children's needs were not catered for; the walks were too long; the meals were served too late and there were no specific activities for them. The accommodation was too small for a family of four.



Section III — Writing in Spanish

Part A

Question 18

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

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none">Communicates ideas and information appropriate to audience, purpose and contextApplies knowledge of vocabulary, language structures and features to the task | 4 |
| <ul style="list-style-type: none">Communicates with some awareness of audience, purpose and contextDemonstrates some knowledge of vocabulary, language structures and features | 2–3 |
| <ul style="list-style-type: none">Produces some comprehensible language related to the task | 1 |

Question 19

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

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none">Communicates relevant ideas and information appropriate to audience, purpose and contextOrganises information and ideas coherentlyApplies knowledge of a variety of vocabulary, language structures and features to the task | 6 |
| <ul style="list-style-type: none">Communicates with some awareness of audience, purpose and contextOrganises ideas and informationDemonstrates knowledge of vocabulary, language structures and features | 4–5 |
| <ul style="list-style-type: none">Demonstrates some understanding of the requirements of the taskDemonstrates limited evidence of the ability to organise ideasDemonstrates some knowledge of vocabulary, language structures and features | 2–3 |
| <ul style="list-style-type: none">Produces some comprehensible language related to the task | 1 |

Section III — Writing in Spanish

Part B

Question 20 (a) and (b)

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

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none">• Presents and develops original ideas, information, and/or opinions relevant to context, purpose and audience• Organises information and ideas coherently• Demonstrates knowledge of a variety of vocabulary, language structures and features | 9–10 |
| <ul style="list-style-type: none">• Presents and develops original ideas, information, and/or opinions mostly relevant to context, purpose and audience• Organises information and ideas• Demonstrates some knowledge of a variety of vocabulary, language structures and features | 7–8 |
| <ul style="list-style-type: none">• Presents and develops some ideas, information, and/or opinions relevant to context, purpose and audience• Organises information and ideas with some coherence• Demonstrates some knowledge of vocabulary, language structures and features | 5–6 |
| <ul style="list-style-type: none">• Presents some information relevant to the task• Demonstrates elementary knowledge of vocabulary, language structures and features | 3–4 |
| <ul style="list-style-type: none">• Produces some comprehensible language related to the task | 1–2 |



2008 HSC Spanish Continuers Marking Guidelines

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Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Identifies completely the relationship between the two speakers | 2 |
| • Identifies some relevant information | 1 |

Sample answer:

They are boyfriend and girlfriend, but the girl is unsure of the seriousness of their relationship.

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| • Identifies all elements about this trip | 3 |
| • Identifies some elements that are attractive about this trip | 2 |
| • Provides ONE piece of relevant information | 1 |

Sample answer:

The discounts on tickets, the cheap accommodation and it is an adventure if they are inclined to risk-taking sports.

Question 3

Outcomes assessed: H3.1

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Demonstrates a full understanding of the reasons why the mother is so angry | 3 |
| • Demonstrates some understanding of the reasons why the mother is so angry | 2 |
| • Provides ONE piece of relevant information | 1 |

Sample answer:

The son is irresponsible, he does not study much and his room is a mess.

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

| Criteria | Marks |
|---|-------|
| • Demonstrates a thorough understanding of the audience targeted in this announcement | 3 |
| • Demonstrates some understanding of the audience targeted in this announcement | 2 |
| • Provides ONE piece of relevant information | 1 |

Sample answer:

People who have an interest in the creative arts, people who speak another language and people who have a spirit of adventure.

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

| Criteria | Marks |
|--|-------|
| • Compares comprehensively the personalities of both speakers | 3 |
| • Compares with some detail the personalities of both speakers | 2 |
| • Identifies some relevant information | 1 |

Sample answer:

Pedro is a dreamer, Sonia is down to earth, he has outrageous ideas, whilst Sonia is not a risk taker, he is not studious whilst she is more committed to her studies.

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

| Criteria | Marks |
|---|-------|
| • Provides a comprehensive explanation of the change that occurs between the speakers | 4 |
| • Provides some explanation of the change that occurs between the speakers | 3 |
| • Provides an explanation of the change that occurs between the speakers | 2 |
| • Identifies some relevant information | 1 |

Sample answer:

He thinks that by flattering her, she will want to go to the dance with him so much that she'll even pay for both tickets herself. When she refuses he changes his mind. She wants to go to the dance, but her attitude changes when she realises that he only wants her to go if she will pay for the tickets.

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

| Criteria | Marks |
|----------|-------|
| • (A) | 1 |

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

| Criteria | Marks |
|--|-------|
| • Demonstrates a comprehensive understanding of how language devices contribute to the effectiveness of the speech • Supports answer with explicit references from the text | 6 |
| • Demonstrates a good understanding of how language devices contribute to the effectiveness of the speech • Supports answer with references from the text | 4–5 |
| • Demonstrates some understanding of how language devices contribute to the effectiveness of the speech • Supports answer with a reference from the text | 2–3 |
| • Identifies some relevant information | 1 |

Sample answer:

The message is to make students reflect on their school life as a positive experience eg “algo único y maravilloso” and to encourage them to look towards the future positively.

The speaker uses metaphors to reinforce a new positive approach eg “cielo azul”, “mañana primaveral”, “río de agua pura y cristalina”.

The speaker uses “contrast” like “tristeza ni melancolía” with “esperanza, fe, entusiasmo y alegría”, to illustrate the past life at school and the new friends that await in the future.

The language is assertive and repetitive, eg. “maravilloso”, “tristeza”, “mañana” and “vida”, to emphasize the point that although it may be sad because they are losing friends, they still have lots of friends to meet in the future and the future holds something good for them.

Finally, she uses lists of positive phrases “interminables conversaciones”, “apoyo”, “ánimo” to emphasise the supportive and unconditional friendship at school.



Section II — Reading and Responding

Part A

Question 9 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| • Provides a full description | 2 |
| • Identifies some relevant information | 1 |

Sample answer:

He used to be the best footballer in the world, but now he is a sporting journalist.

Question 9 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Demonstrates a full understanding of Raul's purpose in writing this article | 3 |
| • Demonstrates some understanding of Raul's purpose in writing this article | 2 |
| • Identifies some relevant information | 1 |

Sample answer:

To announce the inclusion of a new section in the magazine 'Women in Sport', to tell readers what it will be about (feature women's sport issues including letters from readers) and to encourage readers to contribute to an ongoing discussion about women in sport.

**Question 9 (c)**

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none">• Demonstrates a perceptive understanding of why Raul included Yolanda's letter• Support answer with explicit evidence from text | 5 |
| <ul style="list-style-type: none">• Demonstrates a full understanding of why Raul included Yolanda's letter | 4 |
| <ul style="list-style-type: none">• Demonstrates some understanding of why Raul included Yolanda's letter | 3 |
| <ul style="list-style-type: none">• Provides a reason why Raul included Yolanda's letter | 2 |
| <ul style="list-style-type: none">• Identifies some relevant information | 1 |

Sample answer:

Yolanda's letter is an example of the issue being discussed, which is discrimination against women in sport magazines.

It is included to justify the decision to start a new section in the magazine. The magazine responds to the complaints in the letter.

It shows that women are passionate and knowledgeable about sport issues and that they also have a sense of humour.

Question 10 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none">• Correctly describes the setting | 2 |
| <ul style="list-style-type: none">• Identifies some relevant information | 1 |

Sample answer:

There is a storm approaching and there is a mother with two children inside the house.

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

| Criteria | Marks |
|---|--------------|
| • Demonstrates a perceptive understanding of the relationship between the siblings based on the highlighted lines | 4 |
| • Demonstrates a good understanding of the relationship between the siblings based on the highlighted lines | 3 |
| • Demonstrates some understanding of the relationship between the siblings based on the highlighted lines | 2 |
| • Identifies some relevant information | 1 |

Sample answer:

Julio and Emilia are brother and sister, who have a close relationship, almost as if they are partners in crime. We can see this when they whisper to each “en voz baja” to see who will be brave enough to tell their mother the news. Emilia insults Julio jokingly by calling him a coward (cobarde) and a chicken (gallina). She does this hoping that her “insults” will cause him to be the one to speak first.

In the second highlighted lines, Julio demonstrates his strong bonds with his sister when he explains how they will share and help each other by living together.

**Question 10 (c)**

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

| Criteria | Marks |
|---|--------------|
| <ul style="list-style-type: none">• Provides a comprehensive explanation of the mother's personality• Supports answer with explicit references to the text | 4 |
| <ul style="list-style-type: none">• Provides some explanation of the mother's personality | 2–3 |
| <ul style="list-style-type: none">• Identifies some relevant information | 1 |

Sample answer:

The mother is:

Inflexible and authoritarian – through the text she does not give in at all to her children's request. She is completely focussed on the approaching storm and asks her children repeatedly to shut the window (les pedí cerrar la ventana).

Dismissive – refuses to take the children seriously and dismisses all arguments by saying “imposible”.

Sexist – she does not treat her children equally. She does not mind Julio moving out because he is a male, but she does not let Emilia go and she almost makes a derogatory comment about Emilia. (“Emilia es....”).

**Question 10 (d)**

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

| Criteria | Marks |
|--|--------------|
| <ul style="list-style-type: none">• Provides a perceptive explanation of the way in which the conflict develops• Supports answer with explicit evidence from the text | 5 |
| <ul style="list-style-type: none">• Provides a thorough explanation of how the conflict develops• Supports answer with evidence from the text | 4 |
| <ul style="list-style-type: none">• Provides a good explanation of how the conflict develops | 3 |
| <ul style="list-style-type: none">• Provides a basic explanation of how the conflict develops | 2 |
| <ul style="list-style-type: none">• Identifies some relevant information | 1 |

Sample answer:

Outside the storm is approaching, but inside we have the calm before the storm (madre calmada).

The conflict then begins in the house between the mother and her children (te pedí) – followed by the children themselves “whispering” to each other (“en voz baja”) adding tension between the characters because this makes the mother more annoyed.

Then the conflict also develops between the children. Emilia is a bit disappointed with her brother’s “bluntness” (para sí misma ¡Qué cara!). Mother then stops herself making a put down comment about Emilia (Emilia es... (pausa abrupta), but she cannot contain herself any longer and loses control (raises her voice) at the same time as the window slams again.

Finally, the mother loses complete control (gritando fuerte) demonstrating the heightening of the conflict in this scene.



Section II — Reading and Responding

Part B

Question 11

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

MARKING GUIDELINES

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

Section III — Writing in Spanish

Question 12

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

MARKING GUIDELINES

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

Section III (continued)**Question 13***Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

| Criteria | Marks |
|---|--------------|
| <ul style="list-style-type: none">• Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions• Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax• Manipulates language authentically and creatively to persuade, reflect and evaluate• Sequences and structures ideas and information coherently and effectively | 8–9 |
| <ul style="list-style-type: none">• Demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task• Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax• Manipulates language with some degree of authenticity and creativity to persuade, reflect and evaluate• Sequences and structures ideas and information effectively | 6–7 |
| <ul style="list-style-type: none">• Presents information and a range of ideas and/or opinions in order to persuade, 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 |

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 |