

## 2018 HSC Spanish Beginners Marking Guidelines

### Section I — Listening

#### Question 1

Criteria	Marks
• Identifies the purpose of the message	2
• Provides some relevant information	1

**Sample answer:**

To let the son know that she will be home late and that there is food in the fridge.

#### Question 2

Criteria	Marks
• Identifies why Carlos was surprised	2
• Provides some relevant information	1

**Sample answer:**

Although his team did not win the match, Carlos was given the 'Player of the Year' award.

### Question 3

Criteria	Marks
• Demonstrates a sound understanding as to why the teacher is upset with the student	3
• Demonstrates some understanding as to why the teacher is upset with the student	2
• Provides some relevant information	1

**Sample answer:**

The teacher is upset with the student because he is late, he hasn't completed his homework and he always has excuses.

### Question 4

Criteria	Marks
• Demonstrates a thorough understanding of what makes this offer attractive for students	4
• Demonstrates a sound understanding of what makes this offer attractive for students	3
• Demonstrates some understanding of what makes this offer attractive for students	2
• Provides some relevant information	1

**Sample answer:**

This offer is attractive for students as they have one year to pay for the trip. If they book accommodation for three nights they get an extra night free. Breakfast is included and drinks are free.

### Question 5

Criteria	Marks
• Identifies why the speaker is leaving this message	3
• Shows some understanding of why the speaker is leaving this message	2
• Provides some relevant information	1

**Sample answer:**

She is hoping she can move back home with her parents, as she wants to save to buy a house. She needs an urgent answer as her lease finishes soon.

### Question 6

Criteria	Marks
• Completes the form correctly	3
• Provides most of the correct information on the form	2
• Identifies a piece of relevant information on the form	1

**Sample answer:**

Name: <b>Fernando</b>		
<i>Nationality</i>		
German <input checked="" type="checkbox"/>	Spanish <input type="checkbox"/>	French <input type="checkbox"/>
<i>Preferred sport</i>		
Tennis <input type="checkbox"/>	Basketball <input type="checkbox"/>	Soccer <input checked="" type="checkbox"/>
<i>Duration of stay</i>		
1 week <input type="checkbox"/>	1 month <input type="checkbox"/>	1 year <input checked="" type="checkbox"/>

### Question 7

Criteria	Marks
• Shows a thorough understanding of what Sebastian says to encourage Claudia to move with reference to the text	4
• Shows a sound understanding of what Sebastian says to encourage Claudia to move with some reference to the text	3
• Shows some understanding of what Sebastian says	2
• Provides some relevant information	1

**Sample answer:**

Sebastian encourages Claudia to move by telling her that she is sociable and will be able to make new friends. One of her friends already lives in that suburb. It is close to the university where she is going next year. The transport is excellent.

### Question 8

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a comprehensive analysis of whether the client is likely to come back to the restaurant with reference to the text</li> </ul>	4
<ul style="list-style-type: none"> <li>Provides a sound analysis of whether the client is likely to come back to the restaurant with some reference to the text</li> </ul>	3
<ul style="list-style-type: none"> <li>Show some understanding of whether the client is likely to come back to the restaurant</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

No, the client is not likely to come back to the restaurant because he had a reservation but the table is not ready. Furthermore, features advertised on the webpage, such as the vegetarian options and the free parking, are not available.

### Question 9

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a comprehensive understanding of how each of the changes has helped the speaker with detailed reference to the text</li> </ul>	5
<ul style="list-style-type: none"> <li>Demonstrates a thorough understanding of how each of the changes has helped the speaker with reference to the text</li> </ul>	4
<ul style="list-style-type: none"> <li>Demonstrates a sound understanding of how each of the changes has helped the speaker with some reference to the text</li> </ul>	3
<ul style="list-style-type: none"> <li>Demonstrates some understanding of the text</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

Exercising has helped him have less appetite and made his skin look healthier. A low calorie diet has helped him feel better physically and mentally. Sleeping more hours has helped him feel happier. Being more organised has led to better marks.

## Section II — Reading

### Question 10

Criteria	Marks
• Provides a thorough explanation of why the author is feeling lonely	3
• Provides some explanation of why the author of the article is feeling lonely	2
• Provides some relevant information	1

**Sample answer:**

He is feeling lonely because he moved overseas. As a result of this he is missing special occasions with family and friends, and not receiving loving gestures such as a hug.

### Question 11 (a)

Criteria	Marks
• Identifies the relationship between Alberto and Mariela	1

**Sample answer:**

Alberto is Mariela's former boss.

### Question 11 (b)

Criteria	Marks
• Identifies Alberto's purpose in writing to Mariela	1

**Sample answer:**

To tell her about a job advertisement.

### Question 11 (c)

Criteria	Marks
• Provides a thorough explanation of why Mariela is suitable for the position with justification from the text	4
• Provides a sound explanation of why Mariela is suitable for the position with some justification from the text	3
• Provides some explanation of why Mariela is suitable for the position	2
• Provides some relevant information	1

**Sample answer:**

Mariela is suitable for the position as she fulfils the requirements of the advertisement. She is a young person who is finishing her journalism course. She has knowledge of the latest technological advances and social networks. Mariela demonstrates that she is very well organised because she organised all the personal information of the employees on the computer.

### Question 12 (a)

Criteria	Marks
• Clearly identifies why Sofia contacts Mr Montana	2
• Provides some relevant information	1

**Sample answer:**

She would like to ask him for information regarding where to take her cousin.

### Question 12 (b)

Criteria	Marks
• Identifies why this bus is ideal for the park	2
• Provides some relevant information	1

**Sample answer:**

The bus takes you to all the main areas in the park. It has no roof so you can see the sights without obstructions.

### Question 12 (c)

Criteria	Marks
• Provides a thorough explanation of which place Sofia is likely to visit with her cousin with detailed reference to the text	5
• Provides a sound explanation of which place Sofia is likely to visit with her cousin with reference to the text	4
• Provides some explanation of which place Sofia is likely to visit with her cousin with some reference to the text	3
• Provides some understanding of one or both places	2
• Provides some relevant information	1

**Sample answer:**

Although both the park and the palace contain architecture, which the cousin will like, as she is a professor of architecture, Sofia is likely to visit the park with her cousin. The reason for this is because she cannot walk long distances and the bus is readily available in the park, whereas the palace tour consists of a one and a half hour walk. Furthermore, the cousin has an interest in animals and the park offers a natural reserve of animals in danger of extinction.

### Question 13 (a)

Criteria	Marks
• Identifies why the campers need to clean their tents every day	1

**Sample answer:**

Because the camp leaders check the tents every day.

### Question 13 (b)

Criteria	Marks
• Demonstrates a thorough understanding of how Marisa’s story is likely to influence Pedro and his friends’ activities with detailed reference to the text	5
• Demonstrates a sound understanding of how Marisa’s story is likely to influence Pedro and his friends’ activities with reference to the text	4
• Demonstrates some understanding of how Marisa’s story is likely to influence Pedro and his friends’ activities with some reference to the text	3
• Shows some understanding of Marisa’s story OR how it is likely to influence Pedro and his friends’ activities	2
• Provides some relevant information	1

**Sample answer:**

Marisa’s story of the monster and the photos has scared Pedro and his friends so much that they are likely to not do what they usually do at nights. They will not get up and go to the kitchen to eat or go trampolining in the park, as the monster in the story lurks around at both these places. Although they are hungry they are too scared to get up.

### Question 14 (a)

Criteria	Marks
• Provides a thorough description of the writer’s mixed feelings about the school with detailed reference to the text	4
• Provides a sound description of the writer’s mixed feelings about the school with some reference to the text	3
• Demonstrates some understanding of the writer’s feelings about the school	2
• Provides some relevant information	1

**Sample answer:**

The writer is happy with some aspects of the school such as the teachers and the excellent music program. However, he is worried about the problem with theft and the principal not having done anything about it.

### Question 14 (b)

Criteria	Marks
• Identifies the action the writer expects from the principal	2
• Provides some relevant information	1

**Sample answer:**

He expects the principal to introduce a theft prevention program. He also wants students suspended if they are caught stealing.

## Section III — Writing in Spanish

### Part A

#### Question 15

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

#### Question 16

Criteria	Marks
<ul style="list-style-type: none"> <li>Communicates ideas and information appropriate to audience, purpose and context</li> <li>Organises ideas and information coherently</li> <li>Applies knowledge of vocabulary and language structures to the task</li> </ul>	6
<ul style="list-style-type: none"> <li>Communicates with some awareness of audience, purpose and context</li> <li>Organises ideas and information with some coherence</li> <li>Demonstrates knowledge of vocabulary and language structures</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Demonstrates some understanding of the requirements of the task</li> <li>Demonstrates some ability to organise information</li> <li>Demonstrates some knowledge of vocabulary and language structures</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Produces some comprehensible language related to the task</li> </ul>	1

## Section III — Writing in Spanish

### Part B

#### Questions 17 and 18

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents ideas and information relevant to audience, purpose and context</li> <li>• Organises ideas and information coherently</li> <li>• Demonstrates control of a range of vocabulary and language structures</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Presents ideas and information mostly relevant to audience, purpose and context</li> <li>• Organises ideas and information with some coherence</li> <li>• Demonstrates knowledge of vocabulary and language structures</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Presents some ideas and information relevant to audience, purpose and context</li> <li>• Demonstrates some ability to organise information</li> <li>• Demonstrates some knowledge of vocabulary and language structures</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Presents some information relevant to the task</li> <li>• Demonstrates a basic knowledge of vocabulary and language structures</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Produces some comprehensible language related to the task</li> </ul>	1–2

# 2018 HSC Spanish Beginners Mapping Grid

## Oral Examination

Question	Marks	Content	Syllabus outcomes
	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

Question	Marks	Content	Syllabus outcomes
1	2	Family life, home and neighbourhood — telephone message	H2.5
2	2	Friends, recreation and pastimes — conversation	H2.2
3	3	Education and work — conversation	H2.2
4	4	Holidays, travel and tourism — announcement	H2.2
5	3	Future plans and aspirations — telephone message	H2.2
6	3	Education and work — interview	H2.2
7	4	People, places and communities — conversation	H2.1
8	4	People, places and communities — conversation	H2.4
9	5	Education and work — speech	H2.3

### Section II — Reading

Question	Marks	Content	Syllabus outcomes
10	3	Family and friends — article	H2.2
11 (a)	1	Education and work — email	H2.2
11 (b)	1	Education and work — email	H2.5
11 (c)	4	Education and work — email	H2.4
12 (a)	2	Friends, recreation and pastimes — brochure and conversation	H2.2
12 (b)	2	Friends, recreation and pastimes — brochure and conversation	H2.1
12 (c)	5	Friends, recreation and pastimes — brochure and conversation	H2.4
13 (a)	1	Holidays, travel and tourism — letter	H2.1
13 (b)	5	Holidays, travel and tourism — letter	H2.4
14 (a)	4	Education and work — letter	H2.4
14 (b)	2	Education and work — letter	H2.2

### Section III — Writing in Spanish

#### Part A

Question	Marks	Content	Syllabus outcomes
15	4	Family life, home and neighbourhood — note	H3.1, H3.2, H3.3

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
16	6	Friends, recreation and pastimes — email	H3.1, H3.2, H3.3

**Section III — Writing in Spanish**  
**Part B**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
17	10	Education and work — script of a speech	H3.1, H3.2, H3.3
18	10	Education and work — script of a speech	H3.1, H3.2, H3.3