

2020 HSC Spanish Beginners Marking Guidelines

Section I — Listening

Question 1

Criteria	Marks
• Identifies what Pablo would like to do on the weekend	2
• Provides some relevant information	1

Sample answer:

Pablo would like to go to an Italian restaurant and then he suggests visiting Ana's brother.

Question 2

Criteria	Marks
• Identifies what Alex needs to do by tomorrow	2
• Provides some relevant information	1

Sample answer:

Alex needs to complete the maths homework and finish the History project.

Question 3

Criteria	Marks
• Identifies the groups targeted by this announcement	3
• Partially identifies the groups targeted by this announcement	2
• Provides some relevant information	1

Sample answer:

The announcement is targeting travellers flying to France, passengers arriving from Germany and travellers with Australian passports.

Question 4

Criteria	Marks
• Identifies what students need to be aware of	3
• Partially identifies what students need to be aware of	2
• Provides some relevant information	1

Sample answer:

Students need to be aware that all science labs will be closed for the next two weeks, therefore they need to check the room changes every morning. Students need to make themselves aware of this information so that they're not late to class.

Question 5

Criteria	Marks
• Provides the three places in the correct order	3
• Provides two places in the correct order OR • Provides three places in the wrong order	2
• Provides only one place correctly OR • Provides two places in the wrong order	1

Sample answer:

1. The beach
2. The city/city festival
3. The museum

Question 6

Criteria	Marks
• Identifies what type of students would participate in the activities	4
• Identifies some types of students that would participate in the activities	2–3
• Provides some relevant information	1

Sample answer:

Monday	Activity 1: <i>Running</i> Those who enjoy fresh air	Activity 2: <i>Table games</i> Those who enjoy socialising and are not keen to be outdoors
Tuesday	Activity 3: <i>Solving Problems</i> Those who like to activate their intelligence	Activity 4: <i>Swimming</i> Those who have back problems and love the water
Wednesday	Activity 5: <i>Meditation</i> Those who want to improve their wellbeing	Activity 6: <i>Dancing</i> Those who enjoy music and dancing

Question 7

Criteria	Marks
• Accurately completes the form about the recent event	4
• Provides a substantial amount of relevant information about the recent event	2–3
• Provides some relevant information	1

Sample answer:

<p>Name of the event: 30 years of our suburb</p> <p>Best parts of the event: The delicious food and beautiful dances</p> <p>How can the event be improved?: By having clean toilets. By informing people if a performance is cancelled / by keeping to the program.</p>
--

Question 8

Criteria	Marks
• Explains clearly the son's feelings during the conversation	4
• Explains some of the son's feelings during the conversation	3
• Shows some understanding of the son's feelings	2
• Provides some relevant information	1

Sample answer:

The son feels that his mother is too strict because she wants him to come home before 11.30 pm. He is also feeling pressured because his mother wants him to help her pay household bills but he only has a part-time job. He is also frustrated because his mother continues to tell him he should be studying. He is feeling upset at the very end because his mother tells him his girlfriend is not allowed to visit any more.

Question 9

Criteria	Marks
• Summarises the points made by the speaker	5
• Partially summarises three points made by the speaker	3–4
• Shows some understanding of points made by the speaker	2
• Provides some relevant information	1

Sample answer:

- The speaker is advising the audience that the airfares are going to be very cheap to travel to Mexico.
- He is advising people not to go to Spain at the end of the year, as Spain is expecting a lot of tourists so accommodation and food will be expensive.
- There is a special discount to go to Asia for families travelling with children under the age of 12.
- For those who are not travelling overseas, there is a special travel package to visit four Australian islands.

Section II — Reading

Question 10 (a)

Criteria	Marks
• Explains why the daughter is upset	2
• Provides some relevant information	1

Sample answer:

The daughter is upset because everything is very expensive. Additionally, she is tired because the trip to get there was too long.

Question 10 (b)

Criteria	Marks
• Identifies the positive aspects of going to Japan	3
• Partially identifies the positive aspects of going to Japan	2
• Provides some relevant information	1

Sample answer:

The daughter is going to Japan because she can stay with her uncle and does not need to pay for accommodation. She is very keen to visit her family in Japan and she is looking forward to practising her Japanese.

Question 11 (a)

Criteria	Marks
• Outlines the main benefit of travel	2
• Provides some relevant information	1

Sample answer:

Travel has a positive impact on wellbeing because it clears our mind and improves our mental state.

Question 11 (b)

Criteria	Marks
• Explains why people find it challenging to travel	2
• Provides some relevant information	1

Sample answer:

Because it is expensive to travel and you must have leave approved from work.

Question 12 (a)

Criteria	Marks
<ul style="list-style-type: none"> Identifies who Julio is writing the letter to 	1

Sample answer:

Julio is writing this letter to the cinema manager.

Question 12 (b)

Criteria	Marks
<ul style="list-style-type: none"> Explains how Julio feels 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Julio feels frustrated/concerned/upset about what is happening to the cinema.

Question 12 (c)

Criteria	Marks
<ul style="list-style-type: none"> Explains clearly what Julio is hoping will happen as a result of this letter 	4
<ul style="list-style-type: none"> Explains what Julio is hoping will happen as a result of this letter 	3
<ul style="list-style-type: none"> Demonstrates some understanding of what Julio is hoping will happen as a result of this letter 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Julio expects the service will go back to being as good as it was before. He expects that movies will start on time, that movies will not be interrupted and that food will be available to buy.

Question 13 (a)

Criteria	Marks
<ul style="list-style-type: none"> Outlines the difficulties Alberto encountered in his time as school captain 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The difficulties that Alberto encountered in his time as school captain were that he had to take on more responsibilities and he also had to be organised to complete schoolwork.

Question 13 (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides a thorough explanation of how being the school captain had a positive impact on Alberto 	5
<ul style="list-style-type: none"> Provides some explanation of how being the school captain had a positive impact on Alberto 	4
<ul style="list-style-type: none"> Provides some information about how being the school captain had a positive impact on Alberto 	2–3
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Being the school captain had a positive impact on Alberto because he became more self confident; he learned how to speak in public; he found it easier to connect with people; he became a better listener and he learned important lessons from other people.

Question 14 (a)

Criteria	Marks
<ul style="list-style-type: none"> Identifies the purpose of the student blog 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The purpose of the student blog is to remind students that their timetable has been released and to advise students to use public transport.

Question 14 (b)

Criteria	Marks
<ul style="list-style-type: none"> Explains clearly how likely it is that Gabriel will learn to drive with detailed reference to the text 	5
<ul style="list-style-type: none"> Explains how likely it is that Gabriel will learn to drive with clear reference to the text 	4
<ul style="list-style-type: none"> Provides some information about how likely it is that Gabriel will learn to drive with some reference to the text 	2–3
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Despite the fact that Gabriel is not interested in learning how to drive, and he prefers to use public transport, it is likely that he will learn to drive. His circumstances of not having access to the train and limited buses to university will most likely motivate him to get his licence, learn to drive and then share the car with Rosa and Juan.

Section III — Writing in Spanish

Part A

Question 15

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

Question 16

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

Section III — Writing in Spanish

Part B

Questions 17 and 18

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

2020 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	Friends, recreation and pastimes — telephone message	H2.2
2	2	Education and work — conversation	H2.2
3	3	Holidays, travel and tourism — announcement	H2.5
4	3	Holidays, travel and tourism — announcement	H2.5
5	3	People, places and communities — conversation	H2.1
6	4	Friends, recreation and pastimes — talk	H2.1
7	4	Family life, home and neighbourhood — interview	H2.4
8	4	Family life, home and neighbourhood — conversation	H2.4
9	5	Holidays, travel and tourism — speech	H2.3

Section II — Reading

Question	Marks	Content	Syllabus outcomes
10 (a)	2	Family life, home and neighbourhood — postcard	H2.2
10 (b)	3	Family life, home and neighbourhood — postcard	H2.2
11 (a)	2	Holidays, travel and tourism — article	H2.1
11 (b)	2	Holidays, travel and tourism — article	H2.2
12 (a)	1	Friends, recreation and pastimes — letter	H2.5
12 (b)	2	Friends, recreation and pastimes — letter	H2.4
12 (c)	4	Friends, recreation and pastimes — letter	H2.4
13 (a)	2	Education and work — interview	H2.1
13 (b)	5	Education and work — interview	H2.4
14 (a)	2	People, places and communities — blog	H2.5
14 (b)	5	People, places and communities — blog	H2.4

Section III — Writing in Spanish

Part A

Question	Marks	Content	Syllabus outcomes
15	4	Friends, recreation and pastimes — note	H3.1, H3.2, H3.3
16	6	People, places and communities — email	H3.1, H3.2, H3.3

Section III — Writing in Spanish
Part B

Question	Marks	Content	Syllabus outcomes
17	10	Education and work — informal letter	H3.1, H3.2, H3.3
18	10	People, places and communities — script of a talk (to an audience)	H3.1, H3.2, H3.3