

2016 HSC Spanish Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Identifies what they are discussing	2
• Provides some relevant information	1

Sample answer:

They are discussing the broken-down car and whether the grandfather should fix it or call a mechanic.

Question 2

Criteria	Marks
• Explains why the father says <i>Hija, espera un poco</i>	2
• Provides some relevant information	1

Sample answer:

The father says *Hija, espera un poco* because Pamela wants to do many things with him but he only has a short time available.

Question 3

Criteria	Marks
• Fully identifies why Paula has left the message	3
• Partially identifies why Paula has left the message	2
• Provides some relevant information	1

Sample answer:

Paula has left the message to tell Marcos that he has extra time to do a project. She also tells him about an app that will save him time in completing the project and advises him to check his email for a link to the app.

Question 4

Criteria	Marks
• Identifies THREE correct activities in the correct order	3
• Identifies THREE correct activities in the wrong order OR • Identifies TWO correct activities in the correct order	2
• Identifies TWO correct activities in the wrong order OR • Identifies ONE correct activity with the correct number	1

Sample answer:

- 1 Go shopping in town
- 2 Go to the top of the mountain
- 3 Eat in a seafood restaurant

Question 5

Criteria	Marks
• Summarises the THREE strategies	4
• Provides the THREE strategies with detail OR • Summarises TWO strategies	3
• Identifies some strategies	2
• Provides some relevant information	1

Sample answer:

The strategies are: having people donate books in public places, having writers read their works aloud in city locations and organising literary tours around the city.

Question 6 (a)

Criteria	Marks
• Identifies the correct answer	1

Sample answer:

(D)

Question 6 (b)

Criteria	Marks
• Provides a good comparison of their attitudes	4
• Provides a general comparison of their attitudes	3
• Provides a limited comparison of their attitudes OR	2
• Provides a clear outline of the attitude of one of the speakers	
• Provides some relevant information	1

Sample answer:

Tomas has a consistently caring attitude towards the environment and is willing to make a personal effort: he catches public transport, walks and reuses plastic bags.

Isabel, on the other hand, is totally inconsistent: she says she believes in protecting the environment but she drives instead of catching public transport. She makes an effort if she thinks she will benefit from it, for example she refuses to take plastic bags to the shops but is willing to carry bottles there when she sees she will get money for them.

Question 7

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive and perceptive assessment of whether she is likely to get the job Supports answer with well-linked references to the text 	6
<ul style="list-style-type: none"> Provides a comprehensive assessment of whether she is likely to get the job Supports answer with references to the text 	5
<ul style="list-style-type: none"> Demonstrates a good understanding of whether she is likely to get the job Supports answer with some examples from the text 	4
<ul style="list-style-type: none"> Demonstrates a general understanding of whether she is likely to get the job 	3
<ul style="list-style-type: none"> Demonstrates a limited understanding of whether she is likely to get the job 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

She fulfils some of the job requirements. They want good communication skills and her reference shows that she has them. The interviewer also seems impressed by her ability to speak English and Japanese. In addition she is a good fit for the working hours: part-time at present and full-time in future.

However, they want a professionally qualified person and she is still in the final year of her course. They also require local and international experience and her experience in the field is limited to 6 months locally and none internationally.

Therefore she is not very likely to get the job if there is another applicant with the qualifications and experience. On the other hand, the company may decide to employ her because of her future potential.

Section II — Reading and Responding

Part A

Question 8 (a)

Criteria	Marks
<ul style="list-style-type: none"> Identifies the purpose of the meeting 	1

Sample answer:

To decide which company will build the facilities.

Question 8 (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides a clear explanation of why the council is undertaking the project 	3
<ul style="list-style-type: none"> Provides a partial explanation of why the council is undertaking the project 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The council wants to restore the condition of 'Los Pinos' to avoid danger for local children, to take advantage of the beauty of the place and thereby to get some financial benefit for the council.

Question 8 (c)

Criteria	Marks
<ul style="list-style-type: none"> Clearly identifies the types of people catered for by proposal A 	3
<ul style="list-style-type: none"> Partially identifies the types of people catered for by proposal A 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

It caters for people who enjoy the peacefulness of nature as well as adrenaline junkies attracted to extreme sport. It also caters for professional sportspeople such as athletes and cyclists.

Question 8 (d)

Criteria	Marks
• Provides an excellent comparison of how well the proposals address the requirements	5
• Provides a good comparison of how well the proposals address the requirements	4
• Provides a general comparison of how well the proposals address the requirements	3
• Provides a limited comparison of how well the proposals address the requirements	2
• Provides some relevant information	1

Sample answer:

Proposal B would fulfil most of the requirements because the project they propose will benefit the whole community who will be able to use the campsite and access the river.

It also respects nature by creating an ecological camping ground powered by solar energy. However, there is a need to deforest a small area to develop the campsite.

It is a local company, with experience in recreational facilities, as required by the council, and the project will attract tourists and provide local employment.

On the other hand Proposal C offers more limited activities, which are not targeting the whole community. Additionally, the proposer doesn't fulfil the requirements to be local and have experience in recreational facilities or attracting tourism.

Question 9 (a)

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

Sample answer:

The purpose of the blog is to get advice on how to survive if he leaves school.

Question 9 (b)

Criteria	Marks
• Identifies his parents' background	2
• Provides some relevant information	1

Sample answer:

They have migrated from another country and are university educated.

Question 9 (c)

Criteria	Marks
• Provides a clear explanation of how <i>Le gritas</i> “¡Pasa la pelota, pasa!” y <i>nada</i> reflects Andres's feelings throughout the text	3
• Provides a partial explanation of how <i>Le gritas</i> “¡Pasa la pelota, pasa!” y <i>nada</i> reflects Andres's feelings throughout the text	2
• Provides some relevant information	1

Sample answer:

Andres is passionate about playing soccer, it is one of the few positive aspects in his life. However, in the school team, there is Lucas who hogs the ball thus denying Andres the chance of scoring a goal and of shining for once. Andres unsuccessfully calling out to him for the ball reflects the many frustrations he feels with his parents, with his classmates and with everyone around him.

Question 9 (d)

Criteria	Marks
• Provides a comprehensive and perceptive analysis of how Andres uses language to engage with his audience. Supports response with well linked examples from the text	6
• Provides a comprehensive analysis of how Andres uses language to engage with his audience. Supports response with some well linked examples from the text	5
• Provides a good analysis of how Andres uses language to engage with his audience. Supports response with examples from the text	4
• Demonstrates a general understanding of how Andres uses language to engage with his audience. Supports answers with some examples from the text	3
• Demonstrates a limited understanding of Andres's use of language	2
• Provides some relevant information	1

Sample answer:

Andres engages his audience by using humour and sarcasm to mock those around him. He uses expressions such as *chulito*, *la intelectual* and *todos se preguntan cómo llega al colegio sin perderse or menos mal que eres linda, Marité*. This is amusing to the audience and grabs their attention.

He uses imagery, *viviendo debajo de un puente cazando lagartijas para sobrevivir* which illustrates the misery he will suffer if he is kicked out of home, thus creating empathy for himself.

He uses vivid descriptive language such as: *la camisa fuera del pantalón* or *no se ata los cordones de los zapatos* to help the audience visualise this particular character.

He uses colloquial language which is familiar to the audience to connect with them at a more personal level. For example: *¡Re bien, macho!*, *¡Qué tipo pesado!*, *¡Qué bárbaro!*.

Also short, snappy sentences like: *¡Mi resultado? ... un 20%* which shows to the audience how anxious he is to prove his point.

Quotes from the characters are used to make them come alive, also a lot of punctuation to bring actions to life: *¡Ay chicos, me quiero morir!*.

The use of these techniques creates a connection between Andres and his audience which gets an understanding of his frustration in an amusing way.

Section II — Reading and Responding

Part B

Question 10

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates an excellent understanding of the whole text • 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"> • Demonstrates a good understanding of the text • 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 questions, statements, comments and/or specific information in the text • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Attempts to structure relevant information and ideas 	7–9
<ul style="list-style-type: none"> • Responds to some of the questions, statements, comments and/or specific information in the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited ability to link information and ideas or structure text 	4–6
<ul style="list-style-type: none"> • Responds to isolated elements in the text • Uses single words or set formulae to express information 	1–3

Section III — Writing in Spanish

Question 11

Criteria	Marks
<ul style="list-style-type: none"> • Writes effectively and appropriately in relation to the audience, purpose and context of the task • Manipulates vocabulary, language structures and features authentically and creatively relevant to the task 	5
<ul style="list-style-type: none"> • Writes with a good understanding of the audience, purpose and context of the task • Demonstrates a good understanding of vocabulary, language structures and features relevant to the task 	4
<ul style="list-style-type: none"> • Writes with some awareness of the audience, purpose and context of the task • Demonstrates some understanding of vocabulary, language structures and features relevant to the task 	2–3
<ul style="list-style-type: none"> • Produces some comprehensible language relevant to the task 	1

Section III (continued)**Question 12**

Criteria	Marks
<ul style="list-style-type: none"> • Writes effectively and appropriately for the audience, purpose and context of the task • Manipulates language structures authentically and creatively relevant to the task • Sequences and structures ideas and information coherently and effectively 	10
<ul style="list-style-type: none"> • Writes with a good understanding of the audience, purpose and context of the task • Demonstrates an excellent understanding of language structures relevant to the task • Sequences and structures ideas and information effectively 	8–9
<ul style="list-style-type: none"> • Writes with an understanding of the audience, purpose and context of the task • Demonstrates a good understanding of language structures relevant to the task • Organises some information and ideas 	6–7
<ul style="list-style-type: none"> • Presents some information, opinions or ideas relevant to the task • Demonstrates a rudimentary understanding of vocabulary and sentence structures • Attempts to organise information and ideas 	4–5
<ul style="list-style-type: none"> • Attempts to address the requirements of the task • Uses single words, set formulae and unrelated sentences to express information 	2–3
<ul style="list-style-type: none"> • Produces some comprehensible language relevant to the task 	1

2016 HSC Spanish Continuers Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4

Written Examination

Section I — Listening and Responding

Question	Marks	Content	Syllabus outcomes
1	2	Personal identity — conversation	H3.1
2	2	Personal identity — telephone conversation	H3.5
3	3	Education and technology — telephone message	H3.1
4	3	Travel and tourism — conversation	H3.1
5	4	Arts and entertainment — speech	H3.2
6 (a)	1	Current issues — conversation	H3.3
6 (b)	4	Current issues — conversation	H3.6
7	6	World of work — interview	H3.4, H3.5

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
8 (a)	1	Current issues/environment — set of short texts	H3.3
8 (b)	3	Current issues/environment — set of short texts	H3.1
8 (c)	3	Current issues/environment — set of short texts	H3.1
8 (d)	5	Current issues/environment — set of short texts	H3.5
9 (a)	2	Education — blog	H3.3
9 (b)	2	Education — blog	H3.1
9 (c)	3	Education — blog	H3.5
9 (d)	6	Education — blog	H3.6

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
10	15	Youth issues — email/email	H1.2, H1.3, H3.1

Section III — Writing in Spanish

Question	Marks	Content	Syllabus outcomes
11	5	Home — notice	H2.1, H2.2, H2.3
12 (a)	10	Arts and entertainment — article	H2.1, H2.2, H2.3
12 (b)	10	Education — article	H2.1, H2.2, H2.3