

## 2017 HSC Spanish Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1

Criteria	Marks
• Identifies why Manuel chose Casa Paco	2
• Provides some relevant information	1

*Sample answer:*

Because Cristina had wanted to try this new restaurant (different food) so Manuel chose it to celebrate her birthday.

#### Question 2

Criteria	Marks
• Identifies the intended audience of the announcement	2
• Provides some relevant information	1

*Sample answer:*

Under 18s who want to learn to cook different types of salsa.

**Question 3**

Criteria	Marks
• Explains the father’s reaction to Pablo	3
• Attempts to explain the father’s reaction to Pablo	2
• Provides some relevant information	1

**Sample answer:**

The father refuses to talk to Pablo about him getting a job because they have already talked about it enough. It is very important for him that Pablo does well at school this year, so that he can carry on the family business in the future.

**Question 4**

Criteria	Marks
• Completes the list by identifying the three missing activities in correct order	3
• Identifies at least two missing activities	2
• Identifies one missing activity	1

**Sample answer:**

<i>To do list</i>	
1	Create guest list
2	Send invitations
3	<i>Order the meat</i>
4	<i>Organise the music/call Manuel about the music</i>
5	<i>Pick up the decorations</i>
6	Party, party, party!

**Question 5**

Criteria	Marks
• Demonstrates a comprehensive understanding of Mario’s reasons for insisting that Silvia attend the event	4
• Demonstrates a sound understanding of Mario’s reasons for insisting that Silvia attend the event	3
• Demonstrates some understanding of Mario’s reasons for insisting that Silvia attend the event	2
• Provides some relevant information	1

**Sample answer:**

Mario feels that Silvia should attend the official opening of the sand sculptures because she can write an article for the local paper about it and she can take great pictures and interview the artists as they will be there for the opening.

**Question 6**

Criteria	Marks
• Provides the correct answer	1

**Sample answer:**

(D)

**Question 7**

Criteria	Marks
• Summarises the aims of these workshops	4
• Demonstrates a good understanding of the workshops	3
• Demonstrates some understanding of the workshops	2
• Provides some relevant information	1

**Sample answer:**

- Prepare young jobseekers for getting a job/interviews and doing a job application
- Show them how to be a good worker / what employers value in workers
- Make available local employer contacts.

**Question 8**

Criteria	Marks
• Demonstrates a comprehensive understanding of the speakers' attitudes to Miguel's situation with detailed reference to the text	6
• Demonstrates a sound understanding of the speakers' attitudes to Miguel's situation with some reference to the text	5
• Demonstrates a satisfactory understanding of the speakers' attitudes to Miguel's situation with some reference to the text	4
• Demonstrates some understanding of the attitude of one or both speakers to Miguel's situation with little or no reference to the text	2–3
• Provides some relevant information	1

**Sample answer:**

The speakers have opposite attitudes with respect to Miguel losing his job and not having any money.

The male speaker is more understanding and compassionate. He shows this in the way that he makes excuses for Miguel/*A lo mejor se ha olvidado*; trying to be helpful and supportive/*¿Qué piensas si se viene a vivir con nosotros?* He accepts Miguel for who he is/*...él siempre ha vivido al día*; and he tries to encourage the female speaker to be more understanding/*¡No seas así!*

On the other hand, the female speaker doesn't understand why Miguel finds himself without money. Although she says she feels sorry for him/*lo siento*, she is very critical of Miguel. She is dismissive/*... conmigo no cuentes*; is impatient with his situation because she doesn't understand it/*... que haya estado tanto tiempo ... no tenga nada ahorrado*; and thinks Miguel should just 'suck it up'/*... cuando no queda más remedio*.

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

Criteria	Marks
• Identifies why he wrote this blog post	2
• Provides some relevant information	1

**Sample answer:**

He is going on holiday with his family but wants suggestions about where to go.

#### Question 9 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of the type of people who might be interested in Laura’s recommendation	3
• Demonstrates some understanding of the type of people who might be interested	2
• Provides some relevant information	1

**Sample answer:**

People who might be interested are those who want a holiday where they can participate in art activities as well as competing in water sports, but who have their own transport.

#### Question 9 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of how Esteban uses language to persuade El Gringo	3
• Demonstrates some understanding of how Esteban uses language to persuade El Gringo	2
• Provides some relevant information	1

**Sample answer:**

He uses a question to query the depth of El Gringo’s commitment to nature, for example: *¿realmente amas la naturaleza?* He asks this question with a sarcastic tone. He uses imperatives and exclamation to provoke El Gringo into action, for example: *¡dedícate! ¡vel! ¡Apúntate!* He chooses his vocabulary so as to create a sense of urgency, for example: *extinción, urgentemente.*

**Question 9 (d)**

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a thorough comparison of the relevance of the suggestions of Ramón and Andrea with clear link to El Gringo’s requirements</li> </ul>	4
<ul style="list-style-type: none"> <li>Provides a comparison of the relevance of the suggestions of Ramón and Andrea with some link to El Gringo’s requirements</li> </ul>	3
<ul style="list-style-type: none"> <li>Attempts to compare the suggestions of Ramón and Andrea and attempts to link them to El Gringo’s requirements</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Identifies why Ramón’s suggestion is relevant or why Andrea’s is irrelevant</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

El Gringo wants a different kind of holiday which includes history, nature and opportunities to experience Spanish and Hispanic culture with the condition that his wife not exposed to any bugs.

While Andrea’s suggestion offers a very different experience (an archaeological dig with history and nature), Ramón’s suggestion, which includes history, nature and the Spanish language and cultural experiences, meets more of El Gringo’s requirements.

The chance of El Gringo’s wife coming into contact with bugs is high Andrea’s suggestion as they are living in tents.

**Question 10 (a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies what has prompted Eduardo to write the letter</li> </ul>	3
<ul style="list-style-type: none"> <li>Identifies partially what has prompted Eduardo to write the letter</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

An article was published presenting very biased views about the benefits of technology. Eduardo is outraged and writes his letter to present an alternative point of view.

**Question 10 (b)**

Criteria	Marks
• Demonstrates a comprehensive understanding of how Eduardo remembers life when he was young, with detailed reference to the text	4
• Demonstrates a good understanding of how Eduardo remembers life when he was young, with reference to the text	3
• Demonstrates some understanding of Eduardo’s life when he was young	2
• Provides some relevant information	1

*Sample answer:*

He remembers a more connected, meaningful life. He remembers meal times fondly as happy times, as times spent talking and laughing with family. He remembers, with nostalgia, the privacy of romantic relationships. Playing games in the street was a positive experience as he recalls it.

**Question 10 (c)**

Criteria	Marks
• Demonstrates a comprehensive understanding of the content and language used by the author to connect with the audience	6
• Demonstrates a sound understanding of the content and language used by the author to connect with the audience	5
• Demonstrates some understanding of the content and language and attempts to explain how they are used to connect with the audience	3–4
• Demonstrates a limited understanding of the content and/or language used by the author	2
• Identifies information relevant to the question	1

*Sample answer:*

He writes in first person about his personal experience to bring the audience closer. He uses the third person referring to ‘they’ – those on the opposite side of his argument – in order to distance himself from them and to invite the audience to identify themselves with him. He ridicules fanatic users of technology, ‘they don’t even look at what they are eating’, to seek agreement from his audience with the ‘truth’ of what he says. He uses rhetorical questions often for different purposes: to engage with the audience, to invite them to support his point of view. He uses exclamations, and ‘what a good time I had’ to emphasise his arguments and highlight the strength of his conviction. He includes his childhood memories to personalise his experience of technology, making it easier for the audience to relate to what he is saying. He emphasises the negative effect of technology in social life.

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

**Question 11**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates an excellent understanding of the whole text</li> <li>• Manipulates language authentically and creatively to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of the text</li> <li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Responds to some of the questions, statements, comments and/or specific information in the text</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Attempts to structure relevant information and ideas</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Responds to some of the questions, statements, comments and/or specific information in the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited ability to link information and ideas or structure text</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Responds to isolated elements in the text</li> <li>• Uses single words or set formulae to express information</li> </ul>	1–3

### Section III — Writing in Spanish

#### Question 12

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

### Section III (continued)

#### Question 13

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

# 2017 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 – face-to-face conversation	H3.1
2	2	Lifestyles – announcement	H3.3
3	3	Leisure and interests – face-to-face conversation	H3.4
4	3	Personal identity – telephone conversation	H3.1
5	4	Leisure and interests – telephone message	H3.4
6	1	Youth issues – face-to-face conversation	H3.4
7	4	The world of work – radio announcement	H3.2
8	6	Current issues – face-to-face conversation	H3.5

### Section II — Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Travel and tourism – blog	H3.3
9 (b)	3	Travel and tourism – blog	H3.4
9 (c)	3	Travel and tourism – blog	H3.6
9 (d)	4	Travel and tourism – blog	H3.5
10 (a)	3	Current issues – letter	H3.3
10 (b)	4	Current issues – letter	H3.1
10 (c)	6	Current issues – letter	H3.6

### Section II — Reading and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
11	15	Feelings, opinions, attitudes and preferences – email	H1.2, H1.3, H3.1

### Section III — Writing in Spanish

Question	Marks	Content	Syllabus outcomes
12	5	Personal identity – note	H2.1, H2.2, H2.3
13 (a)	10	Education and future aspirations – diary entry	H2.1, H2.2, H2.3
13 (b)	10	Personal identity – diary entry	H2.1, H2.2, H2.3