

## 2018 HSC Spanish Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1

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

**Sample answer:**

Young people looking for a casual job.

#### Question 2

Criteria	Marks
• Identifies the kind of holiday that the female speaker prefers	2
• Provides some relevant information	1

**Sample answer:**

Somewhere warm and quiet/where there aren't any people, near water.

#### Question 3

Criteria	Marks
• Identifies the purpose of the announcement	3
• Identifies some details of the purpose of the announcement	2
• Provides some relevant information	1

**Sample answer:**

To remind Year 10 about the talk, to invite Year 9 to the talk and to give details about how to attend.

### Question 4

Criteria	Marks
• Identifies the three tasks in correct order	4
• Identifies the three tasks in any order	3
• Identifies two tasks in any order	2
• Provides some relevant information	1

**Sample answer:**

1. Pick up the coach
2. Collect the balls
3. Turn on sports centre lights

### Question 5

Criteria	Marks
• Provides a comprehensive justification of why Beatriz believes that Carlos does not understand her, with detailed reference to the text	4
• Provides a thorough justification of why Beatriz believes that Carlos does not understand her, with reference to the text	3
• Demonstrates some understanding of the miscommunication	2
• Provides some relevant information	1

**Sample answer:**

Beatriz is justified in believing that Carlos does not understand her as she has been waiting for Carlos for one hour while he has been waiting in the wrong place. He confuses the bank with the bench, the bank account with the bill, and the second storey with a plant.

### Question 6

Criteria	Marks
• Summarises the advantages of maintaining the custom as presented in the text	4
• Summarises most of the advantages OR provides all of the advantages as presented in the text without summarising	3
• Shows some understanding of the advantages as presented in the text	2
• Provides some relevant information	1

**Sample answer:**

1. Helps you to eat better/diet
2. Improves memory/ability to learn
3. Helps you to cope with life/builds resilience

### Question 7 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies the correct answer</li> </ul>	1

**Sample answer:**

A

### Question 7 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a comprehensive explanation of the female speaker's feelings towards Pablo, with detailed reference to the text</li> </ul>	5
<ul style="list-style-type: none"> <li>Provides a sound explanation of the female speaker's feelings towards Pablo, with appropriate reference to the text</li> </ul>	4
<ul style="list-style-type: none"> <li>Demonstrates a sound understanding of the female speaker's feelings towards Pablo, with some reference to the text</li> </ul>	3
<ul style="list-style-type: none"> <li>Demonstrates some understanding of the female speaker's feelings</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

The female speaker has positive feeling towards Pablo. She values him as a good neighbour, using a metaphor to describe him as a jewel of a neighbour *una joya de hombre*.

She feels compassion for him *el pobre está tan solo* (the poor man is so lonely) and she wants to visit him in hospital.

She recognises that he is not perfect but she feels grateful to him for all the work he does in her garden (pruning dead branches) and she knows he enjoys their weekly coffee so she continues the ritual.

## Section II — Reading and Responding

### Part A

#### Question 8 (a)

Criteria	Marks
• Demonstrates a thorough understanding of the purpose of Nuria’s post	3
• Demonstrates a sound understanding of the purpose of Nuria’s post	2
• Provides some relevant information	1

**Sample answer:**

Nuria’s purpose is to express her disapproval of Leticia’s proposal, to attempt to persuade Leticia to change her mind and to offer some sense of hope for the future.

#### Question 8 (b)

Criteria	Marks
• Demonstrates a thorough understanding of what space travel offers us, according to Nuria	3
• Demonstrates a sound understanding of what space travel offers us, according to Nuria	2
• Provides some relevant information	1

**Sample answer:**

Nuria believes that space travel is madness/too radical, a waste of money and removed from people’s reality. There are too many problems on Earth to be thinking about living on another planet.

### Question 8 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of who presents a more convincing argument, with detailed reference to language and content	5
• Demonstrates a thorough understanding of who presents a more convincing argument, with reference to language and content	4
• Demonstrates a sound understanding of who presents a more convincing argument, with some reference to language and content	3
• Demonstrates some understanding of the argument	2
• Provides some relevant information	1

**Sample answer:**

Leticia’s argument is more convincing. She begins by talking about the benefits of travel in general. She contrasts the Earth we know with all its problems and a future that is not limited by the known any longer *la Tierra con los problemas...* She uses factual information to both support her argument and reinforce the viability of space travel *se han encontrado planetas habitables*. She discusses the latest advances in the viability of life not on Earth, vehicles capable of space travel, cultivation of food sources. Her use of a rhetorical question with a negative focus *desperdiciando, problemas, sobrepoblación, calentamiento global and contaminación*, serves to further convince readers that space travel is the only sensible solution. Her tone is very matter of fact and encourages us to believe that space travel is a reality within the reach of the human race. On the other hand, Nuria rejects Leticia’s proposal by attacking her *qué locuras se te ocurren*, by ridiculing her *deja de estar en las nubes*, by dismissing her *demasiado radical y poco realista*, but doesn’t provide any viable solutions to the problems faced by humans on Earth.

### Question 9 (a)

Criteria	Marks
• Provides a thorough explanation of why Aisha left her home	3
• Provides some explanation of why Aisha left her home	2
• Provides some relevant information	1

**Sample answer:**

She left in order to survive. Drought and flood took her livelihood and her husband. She found herself alone and pregnant, with no means of support.

### Question 9 (b)

Criteria	Marks
• Demonstrates a thorough understanding of how Aisha uses language in her description of her journey to reflect her state of mind	3
• Demonstrates some understanding of how Aisha uses language in her description of her journey to reflect her state of mind	2
• Provides some relevant information	1

**Sample answer:**

During her journey to a better life, Aisha was resigned but resilient. She conveys her state of mind through her choice of descriptive language (*destartalado, hacinado, sin ventilación*) which is visually evocative. These words allow us to create a vivid mental picture of the harsh conditions she accepted throughout her journey. She lists in detail every step of her journey (state of truck, 3000km, deserts, etc), reinforcing her unending journey. She talks about her journey in very factual terms devoid of any personal comments. She shows her uncertainty when she poses the many rhetorical questions.

### Question 9 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of how Adela engages her audience, with detailed reference to content and language	5
• Demonstrates a sound understanding of how Adela engages her audience, with reference to content and language	4
• Demonstrates some understanding of how Adela engages her audience, with some reference to content and language	3
• Demonstrates some understanding of how Adela engages her audience	2
• Provides some relevant information	1

**Sample answer:**

Adela creates an anticipation in her audience from the beginning by stating that she needs to tell this story. She speaks directly to her audience, inclusively by using *sentiremos, somos, no podemos*. She provides many details of what has brought Aisha to Spain in order to stimulate feelings of sympathy and compassion for her. She talks in certainties *estoy convencida, todos tomarán, conciencia, absolutamente* – never doubting the positive response she seeks. She praises the good qualities of her community to create the expectation of a positive response from them.

### Question 9 (d)

Criteria	Marks
• Demonstrates a thorough understanding of how the title reinforces Adela's message	3
• Demonstrates a sound understanding of how the title reinforces Adela's message	2
• Provides some relevant information	1

**Sample answer:**

The title sets the tone for the rest of Adela's letter, which is a plea for help, urging her community to share what they have and highlighting how easily they can do it. Her comments are based on her belief in the generous spirit of her community. After all, Aisha is just one more.

## Section II — Reading and Responding

### Part B

#### Question 10

Criteria	Marks
<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

**Answers could include:**

List of possible issues to be addressed:

- Acknowledgment of attendance/obvious they went to the exhibition
- References to the exhibition: size, depth of treatment, location, quality of the exhibition
- Speaker: quality of speaker, location of talk, length of talk, quality of audio, value of question time, buying the book, signing it
- Logistics: dates, access to/availability of tickets, coffee shop locations/accessibility, quality of special menu and value for money.

## Section III — Writing in Spanish

### Question 11

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 12

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

# 2018 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	The world of work — advertisement	H3.3
2	2	Travel and tourism — conversation	H3.1
3	3	Education and future aspirations — announcement	H3.3
4	4	Leisure and interests — telephone message	H3.1
5	4	Personal identity — telephone conversation	H3.4
6	4	Lifestyles — speech	H3.2
7 (a)	1	Personal identity — conversation	H3.3
7 (b)	5	Personal identity — conversation	H3.6

### Section II — Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
8 (a)	3	Current issues — blog	H3.3
8 (b)	3	Current issues — blog	H3.1
8 (c)	5	Current issues — blog	H3.6
9 (a)	3	Current issues — open letter	H3.1
9 (b)	3	Current issues — open letter	H3.4, H3.5
9 (c)	5	Current issues — open letter	H3.5, H3.6
9 (d)	3	Current issues — open letter	H3.6

### Section II — Reading and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
10	15	Arts and entertainment — advertisement	H1.2, H1.3, H3.1

### Section III — Writing in Spanish

Question	Marks	Content	Syllabus outcomes
11	5	Personal identity — note	H2.1, H2.2, H2.3
12 (a)	10	Education and future aspirations — letter	H2.1, H2.2, H2.3
12 (b)	10	Lifestyles — letter	H2.1, H2.2, H2.3