

# 2019 HSC Spanish Continuers Marking Guidelines

## Section I — Listening and Responding

### Question 1

Criteria	Marks
• Identifies where the conversation is taking place	2
• Provides some relevant information	1

**Sample answer:**

In the gym of a hotel

### Question 2

Criteria	Marks
• Identifies day and time of the appointment	2
• Provides some relevant information	1

**Sample answer:**

On Thursday at 4pm

### Question 3

Criteria	Marks
• Demonstrates a sound understanding of Marcela's mistake	3
• Demonstrates some understanding of Marcela's mistake	2
• Provides some relevant information	1

**Sample answer:**

Marcela has forgotten that they are in Mexico where tortillas are different (from Spanish tortillas), as they are made with corn instead of eggs and potatoes.

### Question 4

Criteria	Marks
• Provides the correct answer	1

**Sample answer:**

A bartender

### Question 5

Criteria	Marks
• Completes the form correctly with all required details	3
• Completes the form with some correct details	2
• Provides some relevant information	1

**Sample answer:**

Name:	Angela Montero		
Position applied for:	<i>Spanish conversation teacher/helper</i>		
Documents:			
Current passport	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
<i>International driver's licence</i>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Accommodation required	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Can start:			
15–31 May	<input type="checkbox"/>	1–15 June	<input type="checkbox"/>
		16–30 June	<input checked="" type="checkbox"/>

## Question 6

Criteria	Marks
• Summarises the attractive features of the tour	4
• Demonstrates a sound understanding of the attractive features of the tour	3
• Demonstrates some understanding of the attractive features of the tour	2
• Provides some relevant information	1

**Sample answer:**

- Activities arranged specifically for them
- Not have to queue
- Have a local expert as guide.

**Answers could include:**

- A lot of places to visit

## Question 7

Criteria	Marks
• Provides a comprehensive explanation of the speaker's feelings about what is happening in her neighbourhood	4
• Provides a sound explanation of the speaker's feelings about what is happening in her neighbourhood	3
• Demonstrates some understanding of how the speaker feels and/or what is happening in her neighbourhood	2
• Provides some relevant information	1

**Sample answer:**

The speaker has mostly negative feelings. She is unhappy with the amount of construction, which causes a lot of dust and noise, posing a health risk. It also has increased the traffic and she is fearful of allowing her younger children to walk to school as it is dangerous. She is angry that the process has not been better planned and people already living there have not been considered. However, she is thankful that the development has created employment, particularly as both her nephew and son have jobs.

## Question 8

Criteria	Marks
• Demonstrates a comprehensive understanding of Ramon's suitability as a guest, with detailed and relevant support from the text	6
• Demonstrates a sound understanding of Ramon's suitability as a guest, with relevant support from the text	5
• Demonstrates some understanding of Ramon's suitability as a guest, with some support from the text	3–4
• Demonstrates some understanding of Ramon and/or the program	2
• Provides some relevant information	1

**Sample answer:**

Yes, Ramon is a suitable guest for this program, Gran Corazon, because it recognises the efforts of people and offers opportunities for others to help. Ramon has made every effort to help the people of his community after a natural disaster; he has offered them temporary accommodation in his golf academy, he has worked with emergency services to provide ongoing support and he has organised machinery for the clean-up process.

He has used his fame to make possible a telethon and he is inviting the listeners of this program to show their big hearts by supporting his efforts in helping his community by contributing to the telethon. He has a very big heart.

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

Criteria	Marks
• Identifies who is responsible for the program's development	2
• Provides some relevant information	1

**Sample answer:**

The program was developed by the children and their community.

#### Question 9 (b)

Criteria	Marks
• Identifies the program's accomplishments so far according to the principal	3
• Identifies some of the program's accomplishments so far according to the principal	2
• Provides some relevant information	1

**Sample answer:**

According to the principal, the program has allowed children from very traditional homes to begin to develop practical life skills and to learn the value of other cultures. It has also facilitated the opportunity for students to experience a different way of life.

#### Question 9 (c)

Criteria	Marks
• Demonstrates a thorough understanding of how the writer feels about the program, with detailed reference to the text	5
• Demonstrates a sound understanding of how the writer feels about the program, with clear reference to the text	4
• Demonstrates some understanding of how the writer feels about the program, with minimal reference to the text	2–3
• Provides some relevant information	1

**Sample answer:**

The writer is very enthusiastic about the program. He describes its development as a marvellous collaboration between the students and their community. He is hopeful yet realistic, acknowledging that the program is making small, but significant, steps. He is hopeful that what the students learn will help make a compassionate and responsible society. He makes a plea for everyone, like those young students, to not criticise others before walking in their shoes.

### Question 10 (a)

Criteria	Marks
• Identifies what has prompted Maria to post this query	2
• Provides some relevant information	1

**Sample answer:**

During her time spent in Europe, she was exposed to protests in the name of nationalism, but she wants to clarify her own interpretation/understanding of it.

### Question 10 (b)

Criteria	Marks
• Provides an explanation of Antonia's point of view	3
• Demonstrates some understanding of Antonia's point of view	2
• Provides some relevant information	1

**Sample answer:**

Antonia sees that the discussion about national identity is people's response to their rejection of the effects of social media/technology. (She thinks that people are beginning to realise that they have allowed themselves to be dominated by technology and as a consequence they have lost their humanity and individuality.) Frustrated by this, she thinks that people are trying to take back control of their lives and this has given rise to patriotism.

### Question 10 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of how Rodrigo conveys his feelings about this issue, with reference to content and language	4
• Demonstrates a sound understanding of how Rodrigo conveys his feelings about this issue	3
• Demonstrates some understanding of how Rodrigo feels	2
• Provides some relevant information	1

**Sample answer:**

In his response, Rodrigo is quick to tell Maria and Antonia in an aggressive tone, how wrong they are *eg estás equivocada, tú también*. He makes it very clear that he is on the side of the less fortunate. He attacks the protestors, using provocative language, by calling them selfish and racist (*egoístas y xenófobos*). He accuses them of putting up artificial borders to protect their own wealth, which they do not want to share with the poor. Fundamental to his opinion is his belief that, idealistically, the world belongs to everybody, and that all should share in its riches.

**Question 10 (d)**

Criteria	Marks
• Demonstrates a perceptive understanding of the extent to which Pedro's post is useful to Maria, with detailed reference to the text	6
• Demonstrates a thorough understanding of the extent to which Pedro's post is useful to Maria, with reference to the text	5
• Demonstrates a sound understanding of the extent to which Pedro's post is useful to Maria, with reference to the text	3–4
• Demonstrates some understanding of Pedro's post	2
• Provides some relevant information	1

**Sample answer:**

Pedro's post is somewhat useful to Maria by providing her with a more balanced view. He tries to clarify her understanding of patriotism by acknowledging that both Rodrigo's and Antonia's arguments have some truth. He tries to help her understand by giving a factual explanation (without using emotive language). He is realistic in acknowledging that patriotism can be dangerous when taken to extremes. He uses a quote from Martin Luther King to express his belief that people's goal should be to live as a family; to reinforce to Maria that this is what people should be focusing on, instead of focusing on national identity which works against this concept.

## Section II — Reading and Responding

### Part B

#### Question 11

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

## 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

# 2019 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	Leisure and interests – conversation	H3.3
2	2	Personal identity – conversation	H3.1
3	3	Lifestyles – conversation	H3.4
4	1	Travel and tourism – conversation	H3.4
5	3	The world of work – phone conversation	H3.1
6	4	Travel and tourism – announcement	H3.2
7	4	Personal identity – radio interview	H3.5
8	6	Arts and entertainment – radio interview	H3.4

### Section II — Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Youth issues – magazine article	H3.1
9 (b)	3	Youth issues – magazine article	H3.2
9 (c)	5	Youth issues – magazine article	H3.4, H3.5
10 (a)	2	Youth issues – blog	H3.1
10 (b)	3	Current issues – blog	H3.2
10 (c)	4	Current issues – blog	H3.6
10 (d)	6	Current issues – blog	H3.5

### Section II — Reading and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
11	15	Education and future aspirations – email	H2.1, H2.2, H2.3

### Section III — Writing in Spanish

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