

## 2021 HSC Spanish Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1

Criteria	Marks
• Identifies the relationship between the speakers	2
• Provides some relevant information	1

**Sample answer:**

Car-dealer (seller) and someone looking to buy (buyer) a car.

#### Question 2

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

**Sample answer:**

To remind spectators that current restrictions are still in place and to inform that there are changed restrictions for players.

### Question 3

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

**Sample answer:**

<i>Booking form</i>	
Name:	Gomez Contreras
Date:	18th January
Number of people:	20 people
Special requirements (tick those applicable):	<input checked="" type="checkbox"/> Lactose free <input type="checkbox"/> Gluten free <input type="checkbox"/> Nut allergy <input checked="" type="checkbox"/> Vegetarian
Other requests:	<i>Table not able to be seen from entrance</i>

### Question 4

Criteria	Marks
• Demonstrates a sound understanding of how the female speaker justifies the cost	3
• Demonstrates some understanding of how the female speaker justifies the cost	2
• Provides some relevant information	1

**Sample answer:**

She justifies the cost by talking about the views; giving other inclusions (breakfast and parking); and saying that the rooms have been renovated by a famous designer with the purpose of inducing a restful sleep.

**Question 5**

Criteria	Marks
• Provides a summary of the reasons why the father is anxious	4
• Provides all reasons why the father is anxious without a summary	3
• Provides some reasons why the father is anxious with/without a summary	2
• Provides some relevant information	1

**Sample answer:**

- He doesn't know if she has the car or it's been stolen.
- He needs to take the brother's football boots to him (before game).
- He needs to take the mother to the doctor.

**Question 6**

Criteria	Marks
• Identifies correct response	1

**Sample answer:**

A

**Question 7**

Criteria	Marks
• Provides a sound explanation of how the speakers' values differ, with reference to the text	4
• Provides some explanation of how the speakers' values differ with some reference to the text	3
• Demonstrates some understanding of one or both of the speakers' values	2
• Provides some relevant information	1

**Sample answer:**

Their discussion about how to spend lottery winnings results in her questioning their friendship when she realises how materialistic and selfish he is. She is disappointed by his rejection of their friendship and can't believe their friendship has such little value. He, on the other hand, appears not to value her opinion, calls her ideas dumb and is not worried if he loses her friendship as she is dispensable.

## Question 8

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a comprehensive understanding of how Begoña’s feelings change during the conversation with detailed reference to language and content</li> </ul>	6
<ul style="list-style-type: none"> <li>Demonstrates a thorough understanding of how Begoña’s feelings change during the conversation with some reference to language and content</li> </ul>	5
<ul style="list-style-type: none"> <li>Demonstrates a sound understanding of how Begoña’s feelings change during the conversation with some reference to language and content</li> </ul>	4
<ul style="list-style-type: none"> <li>Demonstrates some understanding of how Begoña’s feelings change during the conversation with some reference to language and/or content</li> </ul>	3
<ul style="list-style-type: none"> <li>Describes Begoña’s feelings with reference to language and/or content</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

### Sample answer:

Begoña’s initial reaction to being dismissed is calm but quickly moves to confusion, expressed through her repetition of not understanding how it occurred (*en realidad no sé/de verdad no tengo ni idea*). Her sense of victimisation and mounting anger is emphasised by the repetition of *Malentendido* and increased exaggeration between the boss not listening to her (*no me quiso escuchar*) and the hyperbole of the boss ‘never’ listening to her. At the end, she also feels vengeful and wants to take action, repeating ‘I’m going to’ (*voy a ...*), which builds her determination to act against what she emotionally exclaims as inhuman.

### Answers could include:

- Emotive language
- Use of exclamations
- Tone.

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

Criteria	Marks
• Identifies the most effective way to achieve change	2
• Provides some relevant information	1

**Sample answer:**

By joining together with others and becoming a volunteer.

#### Question 9 (b)

Criteria	Marks
• Demonstrates a thorough understanding of how a person benefits from getting involved in this activity	4
• Demonstrates a sound understanding of how a person benefits from getting involved in this activity	3
• Demonstrates some understanding of how a person benefits from getting involved in this activity	2
• Provides some relevant information	1

**Sample answer:**

People can benefit from volunteering by making friends with shared values across many groups in society; developing an understanding of other cultures and different lifestyles; developing empathy and teamwork; and achieving a feeling of positivity and pleasure through helping others.

### Question 9 (c)

Criteria	Marks
• Demonstrates a thorough understanding of how the author uses language to encourage the audience to participate in this activity	5
• Demonstrates a sound understanding of how the author uses language to encourage the audience to participate in this activity	4
• Demonstrates some understanding of how the author uses language to encourage the audience to participate in this activity	3
• Demonstrates an understanding of how the author encourages the audience to participate in this activity, without accurate reference to language techniques	2
• Provides some relevant information	1

**Sample answer:**

The author encourages the audience to volunteer through the consistent use of personal pronouns (*tu/nuestro*) to include the audience in their goals/work. This is reinforced by the repetition of the slogan 'together we can' which strengthens the sense of unity and inclusivity. The rhetorical question *¿Quién no quiere ser más feliz?* makes the audience consider how volunteering will improve their own sense of wellbeing.

**Answers could include:**

- Listing
- Use of exclamations
- Repetition of specific vocabulary.

### Question 10 (a)

Criteria	Marks
• Identifies the aim of the article	2
• Provides some relevant information	1

**Sample answer:**

To inform about the new online community of successful immigrants and to encourage other successful immigrants to contribute to the site.

### Question 10 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies how the media portrays today's immigrants in contrast with how it portrays past immigrants with reference to the text</li> </ul>	3
<ul style="list-style-type: none"> <li>Identifies how the media portrays today's immigrants or how it portrays past immigrants with limited reference to the text</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

The media is focused on the negatives of recent immigration, like racism and people not integrating, whereas when it talks about past immigrants it focuses on positive contributions like the Snowy Mountains scheme and the variety of introduced food.

### Question 10 (c)

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a sound understanding of how Maya and Delphine plan to contribute to the community in Australia in the future</li> </ul>	3
<ul style="list-style-type: none"> <li>Demonstrates some understanding of how either Maya and/or Delphine plans to contribute to the community in Australia in the future</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

Maya wants to contribute to the community by working with the children of immigrants, doing art to reconnect them with their background culture and express their experiences here. Delphine would like to develop a program to support professional women in leadership to combat gender issues/inequality.

**Question 10 (d)**

Criteria	Marks
• Provides a thorough comparison of how Maya's and Delphine's sense of identity has changed with detailed reference to the text	6
• Provides a sound comparison of how Maya's and Delphine's sense of identity has changed with reference to the text	5
• Provides a comparison of how Maya's and Delphine's sense of identity has changed with some reference to the text	4
• Attempts to provide a comparison of Maya's and Delphine's sense of identity with limited reference to the text	3
• Provides some details about Maya and/or Delphine	2
• Provides some relevant information	1

**Sample answer:**

Both Maya and Delphine have experienced a change in their sense of identity. Both women have had to overcome challenges, such as Maya's language barrier and fear of the unknown and Delphine's issues with the male-dominated industry. Both state how they have had to become more flexible and confident. However, their experiences in Australia have impacted differently on their sense of cultural identity. Maya has used her art, while in Australia, to maintain her connection to her Peruvian background, whereas Delphine has distanced herself from the French cultural expectations of gender, delighting in the freedom from these stereotypes offered by her experiences in Australia.

## 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

# 2021 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 — face-to-face conversation	H3.3
2	2	Leisure and interests — announcement	H3.3
3	3	Lifestyles — telephone conversation	H3.1
4	3	Travel and tourism — face-to-face conversation	H3.1
5	4	Personal identity — telephone message	H3.2
6	1	Personal identity — face-to-face conversation	H3.4
7	4	Feelings, opinions, attitudes and preferences — face-to-face conversation	H3.6
8	6	World of work — face-to-face conversation	H3.6

### Section II — Reading and Responding

#### Part A

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

### Section II — Reading and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
11	15	Travel and tourism — email	H2.1, H2.2, H2.3

### Section III — Writing in Spanish

Question	Marks	Content	Syllabus outcomes
12	5	Education and future aspirations — note	H2.1, H2.2, H2.3
13 (a)	10	Education and future aspirations — script of talk	H2.1, H2.2, H2.3
13 (b)	10	Leisure and interests — script of talk	H2.1, H2.2, H2.3