

2022 HSC Spanish Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Outlines what is being discussed	2
• Provides some relevant information	1

Sample answer:

They are making arrangements to meet and view the parade.

Question 2

Criteria	Marks
• Identifies the outcome of this phone call	2
• Provides some relevant information	1

Sample answer:

The person has a booking for their (car) driving test at a time that is suitable.

Question 3

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

Sample answer:

1. Take the stairs on the right to the next floor.
2. Turn left and walk to the end of the corridor.
3. Take the lift to the 5th floor.

Question 4

Criteria	Marks
• Demonstrates a sound understanding of what the consequences of this announcement are for the public	3
• Demonstrates some understanding of what the consequences of this announcement are for the public	2
• Provides some relevant information	1

Sample answer:

This means that the traffic will need to detour, the protest march planned for today has been postponed and that there is no water and no electricity in the area.

Question 5

Criteria	Marks
• Provides a sound explanation of why people are encouraged to buy tickets as soon as possible	4
• Provides some explanation of why people are encouraged to buy tickets as soon as possible	3
• Demonstrates some understanding of why people are encouraged to buy tickets as soon as possible	2
• Provides some relevant information	1

Sample answer:

This year there are more internationally acclaimed films, so more people are interested in attending. Tickets have been sold out in previous years and the festival is becoming increasingly popular. This year's venue is smaller and only the first 50 people will be able to purchase tickets at the reduced price.

Question 6

Criteria	Marks
• Provides the correct answer	1

Sample answer:

B

Question 7

Criteria	Marks
• Provides a sound explanation of how the male speaker tries to help his friend with reference to the text	4
• Provides some explanation of how the male speaker tries to help his friend with reference to the text	3
• Demonstrates some understanding of the help offered	2
• Provides some relevant information	1

Sample answer:

In attempting to help his friend, the male speaker persists in asking her how she is when she doesn't answer the first time. He empathises with her about the difficulty of the decision she has to make and to think calmly and consider her happiness. He reassures her about the strength of her relationship and makes suggestions about what she could do.

Question 8

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of how the speaker feels about this holiday destination with detailed reference to the text 	6
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how the speaker feels about this holiday destination with some reference to the text 	5
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how the speaker feels about this holiday destination with some reference to the text 	4
<ul style="list-style-type: none"> • Demonstrates some understanding of how the speaker feels about this holiday destination 	3
<ul style="list-style-type: none"> • Attempts to identify how the speaker feels about this holiday destination 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

The speaker feels disbelief that the magazines' descriptions of the island were not at all like her own although she agrees that it is a relaxing place. She tries to be fair by making positive comments but there are always negative aspects to each (white, pleasing sand / insect-spraying). She feels that she can't value it as highly as others have. The magic promised by the magazine articles was not there for her and the media's realities are not everyone's reality.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Outlines the purpose of the letter correctly	2
• Provides some relevant information	1

Sample answer:

The purpose of this letter is to make known the impact that the construction of the freeway is having on the daily life of the people living in its shadow and to advertise that these people are taking action by organising a peaceful protest march.

Question 9 (b)

Criteria	Marks
• Provides a sound explanation of why the author uses the expression	4
• Provides some explanation of why the author uses the expression	3
• Demonstrates some understanding of why the author uses the expression	2
• Provides some relevant information	1

Sample answer:

This expression means that these people need to keep a close eye on what is happening in their neighbourhood as a result of the freeway construction because if permitted, the negative effects of this will destroy these people. They are not being listened to, and the authorities don't care about the impact that the construction is having on this neighbourhood. By being vigilant, they are protecting themselves.

Question 9 (c)

Criteria	Marks
• Demonstrates a thorough understanding of how the author uses language to engage the reader	5
• Demonstrates a sound understanding of how the author uses language to engage the reader	4
• Demonstrates some understanding of how the author uses language to engage the reader	3
• Attempts to identify how the author uses language to engage the reader	2
• Provides some relevant information	1

Sample answer:

The author engages the reader initially by describing in detail the conditions under which they live as a result of the freeway construction, painting an easily imaginable picture of what life is like for them – *‘Las obras no paran ni siquiera por la noche y es imposible dormir. Estamos en pleno verano y no podemos abrir las ventanas.’*

He uses evocative adjectives to highlight the enormity of the issue, for example, *‘alarmante’*, *‘insoportable’*, *‘imposible’* so that the reader can easily empathise with their experiences.

The author’s use of time phrases *‘llevamos meses’*, *‘hace unas semanas’*, *‘sin parar ni un día’* highlights for the reader the frustration/desperation of those affected by this situation because they are being ignored/abandoned by the relevant authorities.

The author’s use of questions/exclamations at the end of several paragraphs directly includes the reader again in the experience of these people by forcing the reader to consider their own reaction to the circumstances described.

Question 10 (a)

Criteria	Marks
• Provides a sound explanation of how Veronica’s contribution furthers the discussion of the topic	4
• Provides some explanation of how Veronica’s contribution furthers the discussion of the topic	3
• Demonstrates some understanding of how Veronica’s contribution furthers the discussion of the topic	2
• Provides some relevant information	1

Sample answer:

Veronica begins by saying that we are all responsible for each other, but she then focuses her comments on food waste. She makes valid statements, but she does not link them explicitly to the topic. She comments about how we are too choosy about how vegetables look and that there are still people without enough to eat. She talks about her family buying organic, sustainable produce. Her contribution does little to further the discussion of the topic because her comments are not directly related to it.

Question 10 (b)

Criteria	Marks
• Provides a sound explanation of how Tomas’s use of this expression reflects his attitude towards the topic	4
• Provides some explanation of how Tomas’s use of this expression reflects his attitude towards the topic	3
• Demonstrates some understanding of how Tomas’s use of this expression reflects his attitude towards the topic	2
• Provides some relevant information	1

Sample answer:

Tomas says that he is doing all he can just to look after himself. Life is difficult enough because he needs to spend all his time studying and working just to survive. His use of this expression ‘*Me importan un pimiento...*’ underlines how little he can care for others because he has no time or energy left in his own life for them. It also demonstrates the degree to which he feels incapable of worrying about other people.

Question 10 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive comparison of the posts by Sara and Zabel, with detailed reference to language and content 	6
<ul style="list-style-type: none"> Provides a thorough comparison of the posts by Sara and Zabel, with some reference to language and content 	5
<ul style="list-style-type: none"> Provides a sound comparison of the posts by Sara and Zabel, with reference to language and/or content 	4
<ul style="list-style-type: none"> Provides some comparison of the posts by Sara and Zabel 	3
<ul style="list-style-type: none"> Attempts to compare the posts by Sara and Zabel 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

In their posts, both Sara and Zabel refer to direct interaction with people in their immediate community. Sara focuses on people's feelings and Zabel focuses on helping to improve people's physical environment. Sara believes that greetings make a difference in promoting a positive mindset. Zabel suggests that giving physical support to people makes a difference. Sara's language is less definite (*deberíamos*) and is inclusive of the audience '*¿Qué os parece?*'. Zabel is much more definite using many imperatives to persuade the readers '*¡Preocúpate...!*', '*¡Piensa...!*'. Zabel doesn't ask, he demands '*¡Apuntaros!*'. They both use colloquial expressions such as '*Un saludo no cuesta nada...*' and '*¡Echémosles una mano...!*'. Sara doesn't ask for much effort from the readers '*Un saludo no cuesta nada, no requiere ningún esfuerzo*'. Zabel demands that readers make a physical effort '*¡Echémosles una mano con las actividades...!*'.

Section II — Reading and Responding

Part B

Question 11

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 12

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 13

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

2022 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	Lifestyles — face-to-face conversation	H3.1
2	2	Leisure and interests — phone conversation	H3.4
3	3	Travel and tourism — face-to-face conversation	H3.1
4	3	Lifestyles — radio announcement	H3.1, H3.5
5	4	Arts and entertainment — radio announcement	H3.4, H3.5
6	1	Youth issues — news item	H3.4
7	4	Education and future aspirations — face-to-face conversation	H3.5, H3.6
8	6	Travel and tourism — report	H3.4, H3.5

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Current issues — letter	H3.3
9 (b)	4	Current issues — letter	H3.5, H3.6
9 (c)	5	Current issues — letter	H3.5, H3.6
10 (a)	4	Youth issues — blog	H3.4, H3.5
10 (b)	4	Youth issues — blog	H3.6
10 (c)	6	Youth issues — blog	H3.6

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Email — personal identity — 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	Feelings, opinions, attitudes and preferences — diary entry	H2.1, H2.2, H2.3
13 (b)	10	Feelings, opinions, attitudes and preferences — diary entry	H2.1, H2.2, H2.3