

2023 HSC Spanish Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Identifies the purpose of the mother's telephone call	2
• Provides some relevant information	1

Sample answer:

To tell her son that she won't be home when he arrives from school. She will be home late and to ask him to help his sister with her studies (for an exam tomorrow).

Question 2

Criteria	Marks
• Outlines Eva's feelings	2
• Provides some relevant information	1

Sample answer:

Eva is happy about her aunty coming over as she has always been good to her.

She is unsure if she will like the dish as she doesn't like onions.

Question 3

Criteria	Marks
• Demonstrates a sound understanding of how Francisco can help Blanca	3
• Demonstrates some understanding of how Francisco can help Blanca	2
• Provides some relevant information	1

Sample answer:

Because Francisco works in a sports store, he will be able to help Blanca buy ballet shoes at a discount price. He also offered her some casual work.

Question 4

Criteria	Marks
• Demonstrates a sound understanding of why it is important to Juana that her team wins	3
• Demonstrates some understanding of why it is important to Juana that her team wins	2
• Provides some relevant information	1

Sample answer:

It is important to Juana for her team to win because she admires the captain and would like him to finish his career by winning the final. Also, she thinks that it will bring joy and the money will be a great help to the people after a difficult year of natural disasters.

Question 5

Criteria	Marks
• Demonstrates a thorough understanding of how suitable Pedro is for this job	4
• Demonstrates a sound understanding of how suitable Pedro is for this job	3
• Demonstrates some understanding of how suitable Pedro is for this job	2
• Provides some relevant information	1

Sample answer:

He is suitable because he loves swimming, he participates in competitions and has taught his little brothers to swim. He has expressed interest in the job. He can be flexible with time after school. However, he may not be suitable, as he is not available to start for two months.

Question 6

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

Sample answer:

A

Question 7

Criteria	Marks
<ul style="list-style-type: none"> Provides a thorough explanation of how realistic Carlos's advice is to Marta 	4
<ul style="list-style-type: none"> Provides a sound explanation of how realistic Carlos's advice is to Marta 	3
<ul style="list-style-type: none"> Demonstrates some understanding of Carlos's advice 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

His suggestion for Martha to disconnect herself from her mobile is highly unrealistic. She is a businesswoman and explains that as an employer with fifty people under her, she needs to be contactable at all times. She also relies on her phone to monitor the office and promote her business.

Question 8

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of how Marcos's emotions change, with detailed reference to the text 	6
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how Marcos's emotions change, with reference to the text 	5
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how Marcos's emotions change, with some reference to the text 	4
<ul style="list-style-type: none"> • Demonstrates some understanding of Marcos's emotions with limited reference to the text 	2–3
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

Initially Marcos was excited because he was going to introduce his Latin culture and family to his girlfriend. This excitement is shown by his upbeat happy tone and exclamations when asking his girlfriend about the coming weekend, as he 'can't wait for it to come' (*¡Estoy deseando que llegue el día!*). Later he is disappointed because she is unable to go, and he asks what about the Latin festival? and our date? (*¿y el festival latino? ¿y nuestra cita?*) Also he says (*¡Qué lástima!*) What a pity!

At the end he is upset and he reacts by saying they should both see to their commitments and maybe they will see each other later.

Section II — Reading and Responding

Part A

Question 9 (a)

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

Sample answer:

The purpose of the text is to promote the school to prospective parents by highlighting the qualities of the school.

Question 9 (b)

Criteria	Marks
• Demonstrates a thorough understanding of the type of person the school aims to develop	4
• Demonstrates a sound understanding of the type of person the school aims to develop	3
• Demonstrates some understanding of the aims of the school	2
• Provides some relevant information	1

Sample answer:

The school aims to develop leaders such as those who strive for academic excellence, are responsible global citizens, effective communicators, adaptable to a changing multicultural world and want to improve the community.

Question 9 (c)

Criteria	Marks
• Demonstrate a comprehensive understanding of how the author uses language to promote the school	5
• Demonstrates a thorough understanding of how the author uses language to promote the school	4
• Demonstrates a sound understanding of how the author uses language to promote the school	3
• Demonstrates limited understanding of how the author uses language to promote the school	2
• Provides some relevant understanding	1

Sample answer:

The author promotes the school by using positive adjectives to highlight their expectations: *'excelentes académicos'* (excellent academics), and *'líderes exitosos'* (successful leaders), *'mejores planes de estudio'* (the best study plans). The author uses rhetorical questions to get the attention of the audience *'¿Está buscando el mejor colegio para sus hijos?'* (Are you looking for the best school for your children?). He quotes expert opinion, as he states they achieved the best results in the country according to the National Department of Education, giving them academic status for university entrance. He also uses imperative verb tense to persuade the audience to apply for the school, for example, *'Consideren al Colegio San Juan del Norte'* (Consider this school as the best option for your children) and *'Confíen en nosotros'* (We will not let you down!). Also hyperbole *'Los mejores planes de estudio del mundo'*.

Question 10 (a)

Criteria	Marks
• Identifies what the author is referring to	2
• Provides some relevant information	1

Sample answer:

The author is referring to the fact that we need to change the trend in the decrease in the study of languages and it is up to us to do that.

Question 10 (b)

Criteria	Marks
• Demonstrates a sound understanding of what Dr Bernat sees as the benefits of being proficient in other languages	3
• Demonstrates some understanding of what Dr Bernat sees as the benefits of being proficient in other languages	2
• Provides some relevant information	1

Sample answer:

According to Dr Bernat, one benefit of being proficient in other languages is that it would be easier to get a job and also in the workplace, you can communicate with clients from other countries more effectively. This would also enhance relationships between cultures. In addition, another benefit is that it improves problem solving skills and critical thinking skills.

Question 10 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provide a comprehensive comparison of the feelings of Alberto's and Pablo's parents in their experience of passing on their language to their children 	4
<ul style="list-style-type: none"> Provides a sound comparison of the feelings of Alberto's and Pablo's parents in their experience of passing on their language to their children 	3
<ul style="list-style-type: none"> Attempts to compare the feelings of Alberto's and Pablo's parents in their experience of passing on their language to their children 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Alberto's mother Carmen is upset and even teary as she recalls how her son did not even attempt to learn her language, and she is sad he can't communicate with her parents.

Pablo's father on the other hand is excited to see his son's international success and is his number 1 fan, which Pablo ascertains is due to being multilingual.

Question 10 (d)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of how the author conveys his opinion on the study of another language, with detailed reference to language and content 	5
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how the author conveys his opinion on the study of another language, with reference to language and content 	4
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how the author conveys his opinion on the study of another language, with some reference to language and/or content 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of the author's views about the study of another language 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

The author believes it is very important to study a language other than English. Statistics are used to back up his point of view. '*Uno de cada cinco habitantes habla otro idioma además del inglés en casa*' (one in five inhabitants speaks another language as well as English at home).

The writer uses both professional and personal testimonies to show the effects and benefits of being bilingual, such as the story of Alberto and Pablo. The author uses idiomatic expressions, such as '*todos necesitamos poner nuestro granito de arena*' (we all need to do our bit), to illustrate how each of us has a responsibility to promote language learning.

The writer also uses metaphors, such as '*es un puente*', (it is a bridge) which creates a positive image of the effects that learning more than one language has on people.

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 taskManipulates 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 taskDemonstrates 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 taskDemonstrates 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

2023 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 — voice message	H3.3
2	2	Personal identity — dialogue	H3.6
3	3	Arts and entertainment — dialogue	H3.1
4	3	Leisure and interests — conversation	H3.3
5	4	The world of work — conversation	H3.4
6	1	Leisure and interests — advertisement	H3.1
7	4	Current issues — telephone conversation	H3.4
8	6	Lifestyles — conversation	H3.5

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Education and future aspirations	H3.3
9 (b)	4	Education and future aspirations	H3.1
9 (c)	5	Education and future aspirations	H3.5
10 (a)	2	The world of work — article	H3.4
10 (b)	3	The world of work — article	H3.1
10 (c)	4	The world of work — article	H3.6
10 (d)	5	The world of work — article	H3.6

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Email — youth issues — email	H1.4, H2.1, H2.3, H3.4

Section III — Writing in Spanish

Question	Marks	Content	Syllabus outcomes
12	5	Travel and tourism — message	H2.2, H2.3
13 (a)	10	Youth issues — article	H2.1, H2.2, H2.3
13 (b)	10	Travel and tourism — article	H2.1, H2.2, H2.3