

2024 HSC Spanish Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Identifies when and where this conversation is taking place	2
• Provides some relevant information	1

Sample answer:

This conversation is happening at a bus stop after school.

Question 2

Criteria	Marks
• Explains the reasons why this building is unique	2
• Provides some relevant information	1

Sample answer:

This building is unique because it was designed by a group of local youth and its parts were created using a 3D printer.

Question 3

Criteria	Marks
• Provides a comprehensive description of the ideal participant for this event	3
• Provides a description of the ideal participant for this event	2
• Provides some relevant information	1

Sample answer:

The ideal participant is a lover of music and perfect rhymes, enthusiastic about improvisation, and has a social conscience.

Question 4

Criteria	Marks
• Provides a summary of the initiative being introduced	3
• Identifies the initiative being introduced	2
• Provides some relevant information	1

Sample answer:

- Convenient fortnightly clothing recycling
- There will be a monthly second-hand clothing swap market.

Question 5

Criteria	Marks
• Provides a comprehensive description of the item being discussed	4
• Provides a sound description of the item being discussed	3
• Identifies some information about the item being discussed	2
• Provides some relevant information	1

Sample answer:

The item being discussed is anti-jetlag glasses. These have yellow lenses that filter blue light which help you feel refreshed after a long trip. They only come in one style which is modern and may not be to everyone's tastes.

Question 6

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

Sample answer:

A

Question 7

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a comprehensive understanding of how likely Sebastián is to take his friend's advice, with detailed reference to the text	4
<ul style="list-style-type: none">Demonstrates a sound understanding of how likely Sebastián is to take his friend's advice, with reference to the text	3
<ul style="list-style-type: none">Attempts to explain how likely Sebastián is to take his friend's advice, with some attempt at referencing the text	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

Sebastián is unlikely to take his friend's advice to change his mobile phone plan. He explains that he is happy with the phone and plan which he currently has. He jokes that she only wants him to change plans for her own benefit. Although the company she suggests is cheaper, he reminds her that he is moving to the country, and his current company has the best reception in rural areas.

Question 8

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive explanation of what is revealed about Agustín, with detailed reference to the text 	6
<ul style="list-style-type: none"> Provides a sound explanation of what is revealed about Agustín, with reference to the text 	4–5
<ul style="list-style-type: none"> Provides some explanation of what is revealed about Agustín, with limited reference to the text 	3
<ul style="list-style-type: none"> Identifies some of Agustín’s traits with some attempt at referencing the text 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Agustín shows that he is an anxious person, when he expresses that he is worried about camping. (camping... makes me nervous); he is hesitant about meeting new people, saying 'I am a man of few words with new people'; he is also concerned about the insects (*me preocupan los insectos*). However, he demonstrates his sense of humour when he jokes about his anxieties with '*por si las moscas*' (just in case) a play on the word 'flies' (*moscas*). Agustín reveals that he is a loyal friend when he agrees to join her because he realises how keen she is to do this activity (imagine the new experience we could share). After all, their friendship is lifelong (*de toda la vida*).

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Explains why Tomás writes his first post	2
• Provides some relevant information	1

Sample answer:

Tomás is an out-of-work flamenco guitarist and is asking for suggestions about how to make ends meet.

Question 9 (b)

Criteria	Marks
• Outlines thoroughly Tomás's concerns as expressed in his second post	3
• Identifies some of Tomás's concerns as expressed in his second post	2
• Provides some relevant information	1

Sample answer:

Tomás is concerned about no longer being able to keep doing what he has trained for years to do. He is also concerned about the closure of venues. This means fewer opportunities to promote flamenco to the general public and to protect this aspect of Spanish culture.

Question 9 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides a thorough explanation of whose suggestion Tomás will more likely take, with detailed reference to both responses 	5
<ul style="list-style-type: none"> Provides a sound explanation of whose suggestion Tomás will more likely take, with reference to both responses 	4
<ul style="list-style-type: none"> Provides an explanation of whose suggestion Tomás will more likely take, with some reference to both responses 	3
<ul style="list-style-type: none"> Attempts to explain whose suggestion Tomás will more likely take 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Tomás will be more likely to take Juana’s suggestion because she has managed to continue to practise her art, and this is especially important to him. She does this by giving online lessons and returning to live performances when she can. She is hopeful and positive and encourages him to take advantage of every opportunity.

Tomás is less likely to follow Estrella’s suggestion because she does not suggest anything practical for him to be able to continue to follow his passion. Although she states that he needs to re-invent himself, she does not offer ways to do this. Her focus is on all the negative consequences of not being able to dance and she is willing to do a job unrelated to her profession.

Question 10 (a)

Criteria	Marks
• Identifies what prompted the author to write the article	2
• Provides some relevant information	1

Sample answer:

The author wants to encourage the reader to think about cycling as more than just a sport.

Question 10 (b)

Criteria	Marks
• Provides a sound explanation of how people often react to the idea of this activity, according to the author	3
• Provides an explanation of how people often react to the idea of this activity this activity, according to this author	2
• Provides some relevant information	1

Sample answer:

Some people think that cycling is too much effort/many people cannot be bothered, that it's for professionals or that wearing Lycra and sweating a lot is unappealing.

Question 10 (c)

Criteria	Marks
• Provides a sound explanation of who might benefit from taking an interest in this activity, according to the author	4
• Provides an explanation of who might benefit from taking an interest in this activity, according to the author	3
• Attempts to explain who might benefit from taking an interest in this activity, according to the author	2
• Provides some relevant information	1

Sample answer:

People who enjoy exercise or being in the fresh air might benefit from taking an interest in cycling. Those travelling, those who are keen to minimise the effects of global warming, as well as those who want to save money, might be interested. People who are stressed and/or unhappy and/or have poor sleep and/or want to maintain good physical condition might also benefit from taking an interest.

Question 10 (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive explanation of how the author tries to help readers adopt a different perspective about this activity Integrates detailed reference to content and use of language 	6
<ul style="list-style-type: none"> Provides a thorough explanation of how the author tries to help readers adopt a different perspective about this activity Makes reference to content and language 	5
<ul style="list-style-type: none"> Provides a sound explanation of how the author tries to help readers adopt a different perspective about this activity Makes some reference to content and/or use of language 	3–4
<ul style="list-style-type: none"> Attempts to explain how the author tries to help readers adopt a different perspective about this activity about this activity, with some attempt at referencing the content and/or use of language 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The author offers readers different perspectives for appreciating cycling in all its forms. He titles the article '*El ciclismo no es únicamente un deporte*' in order to suggest from the outset that there is more to this activity than just a sport. This provokes the reader to ask, what else is there to it? The article identifies a range of aspects to cycling – physical, environmental, social or transport related, appealing to the interests of a wide readership. The author draws the reader in with the *tu* form (direct address) personally inviting the reader to consider a different perspective on cycling. The metaphor that there is a whole world to discover '*Es un mundo entero por descubrir*' sparks curiosity in the reader to consider why people engage in cycling. The rhetorical question '*¿Se te ha ocurrido que es un deporte en el cual no todos los aficionados son practicantes?*' incites the reader to ponder 'Do all cycling enthusiasts actually practise the sport?'

Answer could also include:

- Descriptive language used paints visual images for the reader
- Use of exclamation '*¡Cuidado que engancha!*' to engage/compel the reader to show an interest in cycling, implies inevitability of enjoying all aspects of the world of cycling
- Use of future tense '*así verás*' implies the author's confidence that a changed perspective could lead to positive outcomes from this activity
- By acknowledging the less desirable elements of the activity in the first paragraph, the author invites the reader to further explore the topic.

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

2024 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 — conversation	H3.1
2	2	Personal identity — announcement	H3.1
3	3	Lifestyles — advertisement	H3.5
4	3	Current issues — announcement	H3.5
5	4	Travel and tourism — conversation	H3.2
6	1	The world of work — conversation	H3.4
7	4	Youth issues — conversation	H3.4
8	6	Personal identity — conversation	H3.6

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Arts and entertainment — internet forum	H3.3
9 (b)	3	Arts and entertainment — internet forum	H3.1
9 (c)	5	Arts and entertainment — internet forum	H3.4
10 (a)	2	Leisure and interests — article	H3.3
10 (b)	3	Leisure and interests — article	H3.6
10 (c)	4	Leisure and interests — article	H3.4
10 (d)	6	Leisure and interests — article	H3.5

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Social media — lifestyles — email	H1.3, H1.4, H2.1, H2.2, H2.3

Section III — Writing in Spanish

Question	Marks	Content	Syllabus outcomes
12	5	Feelings, opinions, attitudes and preferences — diary entry	H2.1, H2.2, H2.3
13 (a)	10	Education and future aspirations — script of speech	H2.1, H2.2, H2.3
13 (b)	10	Education and future aspirations — script of speech	H2.1, H2.2, H2.3