

## 2016 HSC Spanish Extension — Written Examination Marking Guidelines

### Section I — Response to Prescribed Text Part A

#### Question 1 (a)

Criteria	Marks
• Clearly identifies what Claudia is referring to	2
• Provides some relevant information	1

*Sample answer:*

She is referring to the need to report to the police the gang of young thugs who assaulted her daughters the night before.

**Question 1 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a detailed analysis of how their personalities are reflected in their use of language with excellent reference to the text</li> </ul>	3
<ul style="list-style-type: none"> <li>Provides a satisfactory analysis of how their personalities are reflected in their use of language with some reference to the text</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

Claudia, the mother, is confident and sure of being able to make a difference as shown by the use of short, to-the-point sentences: ‘A la comisaría, por supuesto’ and ‘Esto no se va a quedar así’. When Alicia is not sure she wants to take things further, her mother orders her to get up and go! ‘¿Qué esperan? ¿Vas a pararte?’ which demonstrates an authoritative personality.

Alicia’s personality is very similar to Claudia’s but at this point she feels deflated and pessimistic. She says: ‘No sacamos nada yendo’ and ‘Va a ser por gusto’ and her voice is described as sounding tired: ‘contestó Alicia, con la voz cansada.’

Delia is the youngest and most timid of the three. She minimises the situation as she does not want to face talking to the police, eg ‘Pero si no nos pasó nada’ The fact that she whispers as she speaks, further reflects her shy personality: ‘Yo no voy – susurró Delia’.

**Question 1 (c)**

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a comprehensive assessment of the importance of the father in this extract and in the final outcome of the story</li> <li>Supports answer with detailed reference to the text</li> </ul>	4
<ul style="list-style-type: none"> <li>Provides a detailed assessment of the importance of the father in this extract and in the final outcome of the story</li> <li>Supports answer with some reference to the text</li> </ul>	3
<ul style="list-style-type: none"> <li>Provides a basic assessment of the importance of the father in this extract and/or in the outcome of the story</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

In this extract the father is an absent but important figure in the family as is shown by Alicia wanting to make sure that he is told about what is happening, eg ‘¿No le vas a avisar a papá?’

The mother, Claudia, is determined to report the incident to the police, eg ‘Vamos ahorita mismo a hacer la denuncia’.

However, when the father is told about the assault he forbids reporting the incident saying it would be a foolish mistake ‘Sería una barbaridad –dijo’. The clear inference is that his experience in politics and journalism has made him sceptical about the police. His family obeys him even though Claudia is unhappy at leaving the problem unresolved. Indeed his dominant role is crucial to the outcome of the story, namely no formal complaint was made to the police.

**Question 1 (d)**

Criteria	Marks
• Provides comprehensive and perceptive analysis of how this idea is explored in both stories	6
• Provides a comprehensive analysis of how this idea is explored in both stories	5
• Provides a good analysis of how this idea is explored in both stories	4
• Provides a satisfactory analysis of how the idea is explored in both stories	3
• Provides a basic analysis of the idea	2
• Provides some relevant information	1

**Sample answer:**

Claudia believed problems in society should be fixed so she decides to knock on the door of the police. However her husband stops her and her daughter from providing the police with a formal statement and as a result the criminal gets away with a minor punishment.

In *la segunda visita* Lorena would also like to change society. She notices the great difference between her family and the impoverished neighbours so she takes some leftover food to them.

By the end of the stories the reader can see that everything has stayed the same. The poor girl has become a servant and the rich girl continues to belong to high society. The criminal has lost his job but no further action has been taken.

In both stories there is an emphatic focus on the upper class with just a shadowy portrayal of the lower class. The criminal and the poor girl disappear from view as if to ignore the social problem of crime and poverty.

There is an attempt to correct the failings of society in the two stories, but it is not followed through enough to affect the system.

## Section I — Response to Prescribed Text

### Part B

#### Question 2

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive and sensitive understanding of the prescribed text</li> <li>• Demonstrates flair and originality in the approach taken</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>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the prescribed text</li> <li>• Demonstrates some flair in the approach taken</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>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the prescribed text</li> <li>• Demonstrates a satisfactory control of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the prescribed text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Writes within the parameters of the task</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the prescribed text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures</li> </ul>	1–2

## Section II — Writing in Spanish

### Questions 3 and 4

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents and develops a sophisticated, coherent argument, discussion or explanation</li> <li>• Writes effectively and perceptively for a specific audience, purpose and context</li> <li>• Demonstrates breadth and depth in the treatment of relevant ideas</li> <li>• Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Presents and develops a coherent argument, discussion or explanation</li> <li>• Writes effectively for a specific audience, purpose and context</li> <li>• Demonstrates breadth and some depth in the use of relevant supporting material and examples</li> <li>• Writes accurately using a range of vocabulary and sentence structures</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Attempts to present and develop a coherent argument, discussion or explanation</li> <li>• Writes with some understanding of audience, purpose and context</li> <li>• Supports points with relevant material and examples</li> <li>• Writes using a range of vocabulary and sentence structures</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Presents some relevant information, opinions or ideas</li> <li>• Demonstrates the use of appropriate supporting materials</li> <li>• Demonstrates evidence of the use of complex sentences</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Presents some relevant information, opinions or ideas</li> <li>• Communicates primarily in simple sentences or set formulae</li> </ul>	1–3

## 2016 HSC Spanish Extension Mapping Grid

### Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Societal pressures — monologue	H1.1, H1.2
2	10	The search for identity — monologue	H1.1, H1.2

### Written Examination

#### Section I — Response to Prescribed Text

##### Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>Cinco para las nueve y otros cuentos</i>	H2.1, H2.2, H2.3
1 (b)	3	<i>Cinco para las nueve y otros cuentos</i>	H2.1, H2.2, H2.3
1 (c)	4	<i>Cinco para las nueve y otros cuentos</i>	H2.1, H2.2, H2.3
1 (d)	6	<i>Cinco para las nueve y otros cuentos</i>	H2.1, H2.2, H2.3

#### Section I — Response to Prescribed Text

##### Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Cinco para las nueve y otros cuentos</i> — script of a conversation	H2.1

#### Section II — Writing in Spanish

Question	Marks	Content	Syllabus outcomes
3	15	Societal pressures — script of a talk	H1.1, H1.2
4	15	Relationships — script of a talk	H1.1, H1.2