

## 2017 HSC Spanish Extension — Written Examination Marking Guidelines

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

#### Question 1 (a)

Criteria	Marks
• Demonstrates a clear understanding of what the description of the bus implies about the city	2
• Provides some relevant information	1

*Sample answer:*

The vivid description of the bus implies that the city through which it travels is also rundown, dirty, noisy and polluted.

#### Question 1 (b)

Criteria	Marks
• Demonstrates a good understanding of why Paco is included in the story	3
• Demonstrates a general understanding of why Paco is included in the story	2
• Provides some relevant information	1

*Sample answer:*

Paco is the only friend of Alex mentioned in the story and is included to act as a foil to Alex. Alex is shown as quiet and reserved, whereas Paco is talkative, outgoing and a girl chaser.

For example, Señorita Dora refers to Alex as ‘un buen alumno’ when at school but Paco, on the other hand, has ‘sus aventuras con el jefe de disciplina’. Paco is also shown to be a better judge of people, or maybe just more experienced. He reflects the broader society in which they live.

The contrast is also revealed in their use of language. Paco uses straightforward somewhat vulgar language while Alex is always shown as being polite and respectful in his speech.

**Question 1 (c)**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the significance of the reference to the book with detailed reference to the extract and the story as a whole	4
• Demonstrates a good understanding of the significance of the reference to the book with adequate reference to the content and the story as a whole	3
• Demonstrates a general understanding of the significance of the reference to the book with some reference to the extract and/or the story as a whole	2
• Provides some relevant information	1

***Sample answer:***

In this extract, Señorita Dora tells Alex about the important role the book on the History of Peru has had in the recovery of her son from his illness. She used it to tell him about the heroes of Peruvian history and their endurance in the face of suffering to help him overcome his sense of panic caused by his illness.

The book she is referring to is the very one that Alex had given her years earlier on his last day of high school. He had chosen it precisely because she was his history teacher and was passionate about the history of Peru. She has held onto the book for years because of the bond she felt with him.

The book has become a symbol of the link between them.

**Question 1 (d)**

Criteria	Marks
• Demonstrates a perceptive comparison of how the absence of a parent is explored in both stories	6
• Demonstrates a comprehensive comparison of how the absence of a parent is explored in both stories	5
• Demonstrates a general comparison of how the absence of a parent is explored in both stories	4
• Demonstrates a limited comparison of how the absence of a parent is explored in both stories OR • Demonstrates a satisfactory understanding of how the absence of a parent is explored in one of the stories	2–3
• Provides some relevant information	1

**Sample answer:**

In both cases there is the absence of a parent. In *La señorita Dora*, it is Alex's mother and in *Julio y su papá* it is his father. Each of them looks for a substitute for the absent parent. Alex finds it in his teacher Señorita Dora and Julio turns to his mother's friend and neighbour Simon, to replace his father publicly.

In the case of Alex, there is a clear image of his mother and the very close relationship they once had. Whereas in the case of Julio, the father is totally unknown and his absence is only an issue because of the teasing/bullying Julio suffers at school.

The relationship between Alex and Señorita Dora is more equal. They both feel a strong connection, through Alex's loss of his mother and her fear of losing her son. The detailed description of how Alex views Señorita Dora implies that he is attracted to her. On the other hand Julio and Simon have a child/adult relationship.

As for the ending of the stories, in *Julio y su papá* there is an optimistic suggestion that Simon and Julio's mother, Celinda, might get together thus providing Julio with a more permanent father. At the end of *La señorita Dora* there is also a suggestion that the relationship will continue as she invites him to come to the school where she is teaching.

## 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

# 2017 HSC Spanish Extension Mapping Grid

## Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Search for identity — monologue	H1.1, H1.2
2	10	Relationships — monologue	H1.1, H1.2

## Written Examination

### Section I — Response to Prescribed Text

#### Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>La señorita Dora</i>	H2.2
1 (b)	3	<i>La señorita Dora</i>	H2.1
1 (c)	4	<i>La señorita Dora</i>	H2.3
1 (d)	6	<i>La señorita Dora</i>	H2.1, H2.3

## Written Examination

### Section I — Response to Prescribed Text

#### Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>La segunda visita</i> — script of conversation	H2.1

## Written Examination

### Section II — Writing in Spanish

Question	Marks	Content	Syllabus outcomes
3	15	Societal pressures — formal letter	H1.1, H1.2
4	15	Search for identity — formal letter	H1.1, H1.2