

## 2018 HSC Spanish Extension — Written Examination Marking Guidelines

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

#### Question 1 (a)

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

**Sample answer:**

Mariana is afraid to ask her mum about her father's health because she is not supposed to know that he is unwell.

#### Question 1 (b)

Criteria	Marks
• Demonstrates a thorough understanding of how a sense of urgency is created	3
• Demonstrates a sound understanding of how a sense of urgency is created	2
• Provides some relevant information	1

**Sample answer:**

In the first paragraph a sense of urgency is created through her fear of being late. In the second paragraph the sense of urgency is created by listing the mother's actions when she entered Mariana's room. This list gives a sense of haste and automatic actions to be done in a very short time. A simile is used to express the speed of action 'Salí como una flecha' as it refers to the speed of flight. Also references to time in both paragraphs create a sense of urgency, eg 'Me desperté a las siete y media. La hora de entrada al colegio era las ocho', 'vi mi reloj', 'faltaban diez minutos'.

### Question 1 (c)

Criteria	Marks
• Demonstrates a thorough understanding of the extent to which señorita Jimena is important to Mariana's life	4
• Demonstrates a sound understanding of the extent to which señorita Jimena is important to Mariana's life	3
• Demonstrates some understanding of the extent to which señorita Jimena is important to Mariana's life	2
• Provides some relevant information	1

**Sample answer:**

Señorita Jimena is very important to Mariana's life. In the extract, in her initial time of need, Mariana doesn't have trouble turning to señorita Jimena for help. Equally señorita Jimena comes to her when she senses Mariana is in trouble. There is a connection between the two. Señorita Jimena is Mariana's support system.

Señorita Jimena continues to play a very important role in Mariana's life not only at school but outside as well. Mariana admires her for being a competent teacher and also for the affection and empathy she shows towards her students, in particular to Mariana and her friends. They visit señorita Jimena at her house frequently where they discuss personal issues. Again, this shows their connection and how much Mariana appreciates and values her advice. Their relationship became one of friendship which continued after her schooling years. Señorita Jimena became the most important person in her life: 'después de la señorita Jimena mi padre era la persona más importante para una chica como yo'.

### Question 1 (d)

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a perceptive comparison of Mariana’s relationship with profesor Rosales to that of the father and his son in ‘Cinco para las nueve’</li> </ul>	6
<ul style="list-style-type: none"> <li>Provides a comprehensive comparison of Mariana’s relationship with profesor Rosales to that of the father and his son in ‘Cinco para las nueve’</li> </ul>	5
<ul style="list-style-type: none"> <li>Provides a sound comparison of Mariana’s relationship with profesor Rosales to that of the father and his son in ‘Cinco para las nueve’</li> </ul>	4
<ul style="list-style-type: none"> <li>Demonstrates some understanding of Mariana’s relationship with profesor Rosales compared to that of the father and his son in ‘Cinco para las nueve’</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Demonstrates a sound understanding of one of the relationships</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

At the beginning Mariana and profesor Rosales do not have a relationship. He is seen as a competent teacher but keeps his distance with the students. He is strict and unyielding.

At the turning point of the story, when Mariana is distressed and in need of help, it’s he who offers to solve her problem by providing a practical solution.

As a result, the relationship changes. This can be seen when later, he asks her in the school corridor, whether everything is ok. Mariana also defends him to her friends when years later they make a disparaging comment about him.

In ‘Cinco para las nueve’ the son feels completely disconnected from the father. The father does not make time for him and he feels like he is not part of his life.

However, also at the turning point of the story, when the son is troubled, the father supports him.

In both stories there is a relationship between a teenager and an adult. At the beginning of the stories the disconnection and lack of empathy is clear. The father and profesor Rosales are perceived as distant and cold but in their time of need, it’s profesor Rosales and the father who help to solve their problem. Profesor Rosales says ‘¿dónde vives?’ and the father says ‘¿Qué te ha pasado?’, ¿qué tienes?’ There is also a clear physical transformation in both adults, their faces change reflecting sensitivity and understanding.

The common element comes out eventually, as the young people can rely on an adult and improve their lives thanks to the intervention of the sympathetic and understanding adult. This happens in both stories and it actually comes as a surprise.

## 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

# 2018 HSC Spanish Extension Mapping Grid

## Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Relationships — monologue	H1.1, H1.2
2	10	Societal pressures — 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>	H2.2
1 (b)	3	<i>Cinco para las nueve y otros cuentos</i>	H2.1, H2.2
1 (c)	4	<i>Cinco para las nueve y otros cuentos</i>	H2.1
1 (d)	6	<i>Cinco para las nueve y otros cuentos</i>	H2.1, H2.2, H2.3

## Written Examination

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

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

## Written Examination

### Section II — Writing in Spanish

Question	Marks	Content	Syllabus outcomes
3	15	Societal pressures — essay	H1.1, H1.2
4	15	The search for identity — essay	H1.1, H1.2