

2019 HSC Spanish Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Clearly identifies Vanessa's role	2
• Provides some relevant information	1

Sample answer:

Vanessa, who is Ricardo's sister and Roxana's best friend, plays an important role in their relationship. She is instrumental in providing them with opportunities for meeting each other on several occasions to start a relationship.

Question 1 (b)

Criteria	Marks
• Demonstrates a thorough understanding of how the author uses language to express the time of day	3
• Demonstrates a sound understanding of how the author uses language to express the time of day	2
• Provides some relevant information	1

Sample answer:

The time of day is 9 in the evening.

The author uses references to visual images to indicate that the light of the day is fading and people are switching lights on, for example: 'los faroles' (the street lights).

He names things that appear only at night like the moon, the stars, darkness etc.
 He uses a simile to compare the lights inside the car with stars to indicate it is evening because the lights are on, 'luces ... en el tablero' (the dashboard lights).

He uses figurative language (some metaphor and personification) to give a proper characteristic to the visualisation of the dark water with the lights of the boat; 'el mar tenía puntos de luz al fondo', the sea had flickering points in the distance.

Question 1 (c)

Criteria	Marks
• Demonstrates a thorough understanding of the impact of the discovery on Ricardo's life	4
• Demonstrates a sound understanding of the impact of the discovery on Ricardo's life	3
• Demonstrates some understanding of the impact of the discovery on Ricardo's life	2
• Provides some relevant information	1

Sample answer:

This sentence refers to the discovery which Ricardo and his mother make after the death of his father. His father had led a double life, he was bankrupt and had a lover.

From a well-to-do family, studying at an American university, Ricardo finds that after his father's death he can no longer continue his studies and he has to migrate to the USA to work in a low paying job with his uncle to support his family. He will become an illegal immigrant. He will be separated from his family and his girlfriend.

This discovery impacts dramatically on Ricardo's life. As a consequence, he goes from being a happy and carefree young man, looking forward to a bright future, to a worried young man with an uncertain future.

Question 1 (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides a perceptive comparison of how the issue of societal pressures is explored in both stories through the father figure 	6
<ul style="list-style-type: none"> Provides a comprehensive comparison of how the issue of societal pressures is explored in both stories through the father figure 	5
<ul style="list-style-type: none"> Provides a sound comparison of how the issue of societal pressures is explored in both stories through the father figure 	4
<ul style="list-style-type: none"> Demonstrates some understanding of the father figure or societal pressure in either or both stories 	2–3
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

In both stories, society's expectations of the father figure are explored through their sons.

In 'Las palabras de Roxana' we see a traditional upper class Peruvian family where the father is expected to be the provider. The discovery that the father had bankrupted the family is not shared with their social class because they are scared of being excluded.

On the other hand, in 'Julio y su papa', Julio does not have a father and for this reason he is bullied at school; not having a father is frowned upon in his social environment. To overcome this societal pressure, he needs to find a father figure which he finds in his mother's friend.

There is a shift in the sequence of both stories. In 'Las palabras de Roxana', it starts positively with a glamorous idea of a family which is highly regarded by society and ends with disappointment and a family losing their status when they lose their father. However, in 'Julio y su papa', it starts with rejection and a negative image of a low class family with a child that does not have a father. The story ends happily when Julio finds a father figure which leads to him being accepted by his social class, namely his classmates.

Section I — Response to Prescribed Text

Part B

Question 2

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

Section II — Writing in Spanish

Questions 3 and 4

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

2019 HSC Spanish Extension Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Societal Pressures — 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>Las palabras de Roxana</i>	H2.1
1 (b)	3	<i>Las palabras de Roxana</i>	H2.1, H2.2
1 (c)	4	<i>Las palabras de Roxana</i>	H2.1, H2.3
1 (d)	6	<i>Las palabras de Roxana</i>	H2.1, H2.3

Written Examination

Section I — Response to Prescribed Text Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>La acusación</i> — script of a conversation	H2.1, H2.2, H2.3

Written Examination

Section II — Writing in Spanish

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