

## 2020 HSC Spanish Extension — Written Examination Marking Guidelines

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

#### Question 1 (a)

Criteria	Marks
• Provides a thorough explanation of the context of this statement	3
• Provides a sound explanation of the context of this statement	2
• Provides some relevant information	1

**Sample answer:**

In saying to Costa that they might let him through, Teresa is referring to the fact that she is desperate to reach her daughter who is injured to take her to the hospital. Teresa understands that in the context of Cochabamba only a person in power, such as a white European, would be able to move freely in a town sieged by the army.

#### Question 1 (b)

Criteria	Marks
• Demonstrates a thorough understanding of why Sebastian says this	3
• Demonstrates a sound understanding of why Sebastian says this	2
• Provides some relevant information	1

**Sample answer:**

Sebastian uses the word '*guerra*' to create a sense of danger so Costa doesn't leave his crew. Sebastian does this to serve his own interests which are to finish the movie. Sebastian knows that this can't happen without Costa.

### Question 1 (c)

Criteria	Marks
• Demonstrates a thorough understanding of how Teresa’s state of mind is conveyed through both language and film techniques	4
• Demonstrates a sound understanding of how Teresa’s state of mind is conveyed	3
• Demonstrates some understanding of Teresa’s state of mind	2
• Provides some relevant information	1

**Sample answer:**

In this scene, Teresa’s state of mind is one of desperation/worry/helplessness/anxiousness/vulnerability. The medium shot from across the road shows her waiting as an outsider, looking vulnerable. Close up, we see her face in pain. She is crying. Through language and intonation, her emotional mental state is conveyed. For example, she uses repetition of ‘I beg of you’, ‘I’m desperate’, ‘I don’t know what I’m going to do’ and appeals to Costa by saying ‘you are our friend’. She talks over Costa and speaks very fast showing her high level of anxiety/helplessness. At times, she moves her arms to strengthen her argument and at times, she has her arms across her body showing fear, insecurity and hesitation.

### Question 1 (d)

Criteria	Marks
• Provides a perceptive analysis of the change in Costa’s personal values from the beginning up to the scene provided	5
• Provides a comprehensive analysis of the change in Costa’s personal values from the beginning up to the scene provided	4
• Provides a sound analysis of the change in Costa’s personal values from the beginning up to the scene provided	3
• Provides some understanding of Costa’s values	2
• Provides some relevant information	1

**Sample answer:**

At the beginning Costa appears to be ruthless and dismissive of people and his surroundings. His primary focus is to make money and the success of his film. There is a complete detachment towards everyone. ‘It’s her and 200 more but we can’t see everyone’ / ‘if you want, choose the ones you want and get rid of the rest’. His language and tone are impersonal with a sense of superiority, having no regard for the local people’s feelings, disappointment and waste of time.

We begin to see a shift in Costa’s personal values as the movie progresses. We see Costa beginning to show a connection, understanding and awareness of who the local people are. When for example, he apologises to Daniel, showing that he realises that he had exploited them / the extra and later, in the scene where the women refuse to drown their babies, he just accepts their decision to walk away.

In this extract we see Costa willing to give up his commitment to the movie and his crew. He shows compassion and has developed feelings of empathy. He realises that there are more important things than the film. He develops a sense of guilt ‘I could never forgive myself’ because he feels he owes it to Belen and Daniel.

## 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

# 2020 HSC Spanish Extension Mapping Grid

## Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Personal values — monologue	H1.1, H1.2
2	10	Social justice — monologue	H1.1, H1.2

## Written Examination

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

Question	Marks	Content	Syllabus outcomes
1 (a)	3	<i>También la lluvia</i>	H2.3
1 (b)	3	<i>También la lluvia</i>	H2.2, H2.3
1 (c)	4	<i>También la lluvia</i>	H2.2
1 (d)	5	<i>También la lluvia</i>	H2.3

## Written Examination

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

Question	Marks	Content	Syllabus outcomes
2	10	<i>También la lluvia</i> — film	H2.1

## Written Examination

### Section II — Writing in Spanish

Question	Marks	Content	Syllabus outcomes
3	15	Abuse of power — speech	H1.1, H1.2
4	15	Personal values — speech	H1.1, H1.2