

2021 HSC Spanish Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Demonstrates a thorough understanding of the significance of the statement	3
• Demonstrates some understanding of the significance of the statement	2
• Provides some relevant information	1

Sample answer:

The Minister, in apologising and reassuring the visitors that the disturbance outside is just a small domestic row, is being dismissive of the demonstrators (and their plight) and trying to save face with the visitors and downplay the problems.

Question 1 (b)

Criteria	Marks
• Provides a thorough comparison of Anton’s views towards Indigenous people	3
• Provides a sound comparison of Anton’s views towards Indigenous people	2
• Provides some relevant information	1

Sample answer:

The two views are completely opposite.

In his role as Christopher Columbus, he viewed Indigenous people as commodities to be exploited. In this role he showed no regard or consideration for their wellbeing.

However, in this extract Anton views Indigenous people as having the right to be treated fairly. He sympathises and defends them by saying ‘I’d love to see how these . . . find a way to feed their families with only 40 bloody dollars a month’.

Question 1 (c)

Criteria	Marks
• Demonstrates a thorough understanding of how the language used shows tension between the Minister and Sebastian	4
• Demonstrates a sound understanding of how the language used shows tension between the Minister and Sebastian	3
• Demonstrates some understanding of how the language used shows tension between the Minister and Sebastian	2
• Provides some relevant information	1

Sample answer:

Tension exists (between the Minister and Sebastian) due to different perspectives about the demonstration. Tension is shown through the use of formal language, irony and subtleties. Sebastian expresses his disagreement without openly offending the Minister, ‘I hope you don’t mind . . .’. The Minister defends his stance against Sebastian’s argument by reminding him that as a foreigner he does not have all the facts ‘If you were better informed . . .’. What begins as an apology ends up being a condemnation of the astronomical increase of the water price ‘Listen, I don’t want to be rude but . . .’. The Minister uses irony to get back at Sebastian. ‘That’s curious, that’s what they tell me you pay the extras.’

Question 1 (d)

Criteria	Marks
• Demonstrates a perceptive understanding of how the imbalance of power is conveyed through film techniques	5
• Demonstrates a comprehensive understanding of how the imbalance of power is conveyed through film techniques	4
• Demonstrates a sound understanding of how the imbalance of power is conveyed through film techniques	3
• Demonstrates some understanding of the imbalance of power and/or film techniques	2
• Provides some relevant information	1

Sample answer:

Imbalance of power is shown in this extract by the contrast between the events outside and what is happening inside the government building.

It is shown through the panning of the camera between the demonstration and the luxurious decor of the interior.

The bright light of the outside indicates the harshness of the life of Indigenous people against the warm colours of the interior showing comfort and different realities.

The contrast between the chanting and gunshots outside with the sound of champagne glasses and niceties inside, highlights the differences in social class and power. The sound of broken glass and unrest outside, contrasting with the softly spoken words by the people inside is yet another example of two worlds apart.

The grooming of the guests and the appearance of the demonstrators show the difference between the haves and have-nots.

Further to this, the visual image of distinct division of race shows that those who are in power are of European descent while the demonstrators are all indigenous.

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

2021 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>	H2.2, H2.3
1 (b)	3	<i>También la lluvia</i>	H2.2, H2.3
1 (c)	4	<i>También la lluvia</i>	H2.2, H2.3
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> — diary entry	H2.1, H2.3

Written Examination

Section II — Writing in Spanish

Question	Marks	Content	Syllabus outcomes
3	15	Social justice — article	H1.1, H1.2
4	15	Abuse of power — article	H1.1, H1.2