

2023 HSC Spanish Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Demonstrates a sound understanding of what prompts Sebastián to say this	2
• Provides some relevant information	1

Sample answer:

Sebastián sees the women are unsettled and they begin to speak among themselves in Quechua. Sebastián asks Daniel to explain to him what is happening, as he does not understand.

Question 1 (b)

Criteria	Marks
• Demonstrates a sound understanding of the role of Daniel in the scene	3
• Demonstrates some understanding of the role of Daniel in the scene	2
• Provides some relevant information	1

Sample answer:

Daniel's role is key in this scene as he becomes essential to the progress of the film. He is the link/messenger between the film crew and the local people. He is the only one who speaks Quechua and therefore acts as an interpreter. Furthermore, he understands not just the language but the mentality and values of the local people.

Question 1 (c)

Criteria	Marks
• Provides a perceptive explanation of what Costa's and Sebastián's attitudes in this scene reveal about their characters	4
• Provides a sound explanation of what Costa's and Sebastián's attitudes in this scene reveal about their characters	3
• Provides some explanation of the attitudes of Costa and Sebastián in this scene	2
• Provides some relevant information	1

Sample answer:

In this scene, Costa's attitude reveals he is respectful and understanding of the locals' reservations to film the scene (he is simply resigned to moving to the next one).

Sebastián appears on the other hand to be solely focused on the film. He is selfish and cannot see what the issue is. He is very disappointed they will not film it.

The scene reveals a change in their attitudes and values, almost as if their characters had swapped from how they were before.

Question 1 (d)

Criteria	Marks
• Demonstrates an extensive understanding of how film techniques are used in this scene to explore abuse of power	6
• Demonstrates a thorough understanding of how film techniques are used in this scene to explore abuse of power	5
• Demonstrates a sound understanding of how film techniques are used in this scene to explore abuse of power	4
• Demonstrates some understanding of how film techniques are used in this scene	2–3
• Provides some relevant information	1

Sample answer:

Students could refer to any of the following film techniques but they must link them to *abuse of power*.

Setting:

The division between the crew (the white people) and the locals (the indigenous women) is representing the division between those who hold the power and the locals.

Camera:

Some examples of camera shots could be:

- **Sebastián** uses his power as the director to try and make the women film this scene. Close shots on Sebastián contribute to depicting the tension and his progressive loss of control over the film.

- **Close shots** on the babies' faces help the viewer understand the level of trauma and distress this request from Sebastián is causing. The crying faces illustrate the horror of the abuse of power.
Close shot of Daniel when he speaks to the women attentively. The women and Daniel stand against Sebastián's request and against the historical abuse suffered.
- **The long shot at the end** showing the women walking out of the scene and the crew left behind powerless and empty-handed (without their precious scene) represents the change in the balance of power.

Sound:

The intense crying of the babies contributes to the tension in the scene. Sebastián is trying to impose his power. He is ignoring the fact the babies and the women are increasingly unsettled.

As the women take control of the situation (and refuse to film this scene), they begin to sing the lullaby that calms down the babies. They are saying 'No' to the 'abuse of power'.

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 structure • 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 structure • 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 structure 	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

2023 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)	2	<i>También la lluvia</i>	H2.1
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)	6	<i>También la lluvia</i>	H2.1, H2.3

Section I — Response to Prescribed Text

Part B

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

Section II — Writing in Spanish

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