



BOARD OF STUDIES
NEW SOUTH WALES

2013 HSC Spanish Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Identifies what the two friends are discussing	2
• Provides some information relevant to the question	1

Sample answer:

They are talking about organising a youth club because there is nothing for young people in their suburb.

Question 2

Criteria	Marks
• Provides all the relevant information	3
• Provides most of the relevant information	2
• Provides some relevant information	1

Sample answer:

<i>Message pad</i>	
To:	<i>Mr Paredes</i>
From:	<i>Eva Vargas</i>
Message:	<p><i>Has made an appointment to see you on</i></p> <p><i>Monday, 15 May</i></p> <hr/> <p><i>At 3.30</i></p> <hr/> <p><i>She wishes to talk to you about</i></p> <p><i>overseas scholarships</i></p> <hr/>

Question 3

Criteria	Marks
• Identifies the correct response	1

Sample answer: D

Question 4

Criteria	Marks
• Summarises the main points of the announcement	3
• Partially summarises the main points	2
• Provides some information relevant to the question	1

Sample answer:

There is a big game on in the town stadium this afternoon so motorists are asked to avoid the area. See the transport website for alternative routes.

Question 5

Criteria	Marks
• Provides a good assessment of the likelihood of Gabriela following Andres' advice. Supports answer with well linked references to the text.	4
• Provides a fair assessment of the likelihood of Gabriela following Andres' advice. Supports answer with references to the text	3
• Provides a limited assessment of the likelihood of Gabriela following Andres' advice. May support answer with limited references to the text	2
• Provides some information relevant to the question	1

Sample answer:

Andres advises her not to do anything without checking further. Gabriela is likely to follow this advice because she asks for it at the beginning and she obviously values his opinion ('da gusto tener amigos como tú'). Moreover he makes her realise that she has overreacted and also agrees with him that Carolina is a responsible person and is in love with Pedro. Finally she would not want to risk upsetting her friend Pedro unnecessarily.

Question 6

Criteria	Marks
• Correctly identifies how Elena is most likely to feel	1

Sample answer:

C

Question 7

Criteria	Marks
<ul style="list-style-type: none"> Provides a thorough assessment of the extent to which the father is justified. Supports answer with well linked references to the text 	5
<ul style="list-style-type: none"> Provides a good assessment of the extent to which the father is justified. Supports answer with links to the text 	4
<ul style="list-style-type: none"> Provides a fair assessment of the extent to which the father is justified. Supports answer with some references to the text 	3
<ul style="list-style-type: none"> Attempts to assess the extent to which the father is justified 	2
<ul style="list-style-type: none"> Provides some information relevant to the question 	1

Sample answer:

The father is mostly justified because he fears she will be at risk, in a dangerous environment with drugs and alcohol, etc. He doesn't trust the people she will be with and refers to a bad incident that occurred to their neighbour's daughter. He also offers the alternative of going south instead where there is less risk. However, the father is not fully justified: he is basing his decision on her gender, as he allowed his son to go in the past.

Question 8

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a perceptive understanding of how the speaker seeks to persuade the audience 	6
<ul style="list-style-type: none"> Demonstrates a thorough understanding of how the speaker seeks to persuade the audience 	5
<ul style="list-style-type: none"> Demonstrates a general understanding of how the speaker seeks to persuade the audience 	4
<ul style="list-style-type: none"> Demonstrates a basic understanding of how the speaker seeks to persuade the audience 	3
<ul style="list-style-type: none"> Demonstrates an elementary understanding of how the speaker seeks to persuade the audience 	2
<ul style="list-style-type: none"> Provides some information relevant to the question 	1

Sample answer:

He tries to persuade his audience to join the army by appealing to a range of interests in the audience such as studying, working, travelling. He also refers to pay and free accommodation and medical treatment for those seeking security, and to sport and survival training for the adventurous. He quotes statistics to reinforce his claim about the army. He uses informal register and humour to identify with a young audience and he introduces his female colleague to ensure that girls feel included. Emotive language is also used to appeal to their sense of patriotism eg 'if you love your country . . . '.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Identifies THREE main problems	3
• Identifies TWO of the main problems	2
• Identifies ONE of the main problems	1

Sample answer:

The air is badly polluted by the number of old vehicles on the road. There is a lot of rubbish on the streets and parks are being replaced by buildings in the city.

Question 9 (b)

Criteria	Marks
• Clearly identifies the solutions suggested by the writer	3
• Partially identifies the solutions suggested by the writer	2
• Provides some information relevant to the question	1

Sample answer:

Developers should change their attitudes and consider the environment instead of profits. The government needs to take more responsibility and introduce stricter environmental laws. Each citizen needs to take responsibility for his/her part in maintaining a cleaner environment.

Question 9 (c)

Criteria	Marks
• Provides a good analysis of the techniques the writer uses to reinforce the message	4
• Provides a general analysis of the techniques the writer uses to reinforce the message	3
• Provides a limited analysis of the techniques the writer uses to reinforce the message	2
• Provides some information relevant to the question	1

Sample answer:

The author seeks to draw attention to the environmental problems facing the city and the general lack of action. To do this vivid descriptive language is used to emphasise the problems of pollution and foul odours. Also used are humour and sarcasm, specifically a recurring image of Indian smoke signals and a passing reference to the plight of dogs. In the final paragraph the imagery and humour are dropped and there is a clear statement of responsibility.

Question 10 (a)

Criteria	Marks
• Provides a clear explanation of Beatriz's reaction	3
• Provides a general explanation of Beatriz's reaction	2
• Provides some information relevant to the question	1

Sample answer:

She was delighted because she already spoke English and through her Australian pen friend knew quite a bit about life here. She was also bored at school.

Question 10 (b)

Criteria	Marks
• Provides a clear explanation of why the family is living in Australia	3
• Provides a general explanation of why the family is living in Australia	2
• Provides some information relevant to the question	1

Sample answer:

The mother was sent to Australia for 2 years by her company. After the two years the parents decided to stay in Australia because the father has been successful as a photographer. Also, the parents did not want to interrupt the children's education again.

Question 10 (c)

Criteria	Marks
• Provides a good description of Javi’s personality with clear reference to the text	4
• Provides a general description of Javi’s personality with some reference to the text	3
• Provides a basic description of Javi’s personality	2
• Provides some information relevant to the question	1

Sample answer:

Javi is thoughtful and mature for his age (Beatriz says he is mature and calls him “our little philosopher”), kind (Leo says he is the only one to show sympathy), easy going like his father (both Beatriz and Javi say that he resembles his father), intelligent, (he had no trouble learning English and finds school easy).

Question 10 (d)

Criteria	Marks
• Provides an excellent assessment of how justified Leo is in his attitude with clear and pertinent reference to the text	5
• Provides a good assessment of how justified Leo is in his attitude with clear reference to the text	4
• Provides a general assessment of how justified Leo is in his attitude with some reference to the text	3
• Provides a limited assessment of how justified Leo is in his attitude	2
• Provides some information relevant to the question	1

Sample answer:

He is not justified in his negative attitude because it is not true that no one cares. Beatriz and his parents obviously tried to help and Javi shows sympathy. It is in fact Leo who is being selfish in expecting the whole family to move back to San Antonio because he is the only one unhappy in Australia. Moreover, he has made no attempt to adjust to his new life. However, he is justified in complaining that he feels deceived about the length of time they would live in Australia, as his parents had promised a two year limit.

Section II — Reading and Responding

Part B

Question 11

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates an excellent understanding of the whole text• Manipulates language authentically and creatively to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	13–15
<ul style="list-style-type: none">• Demonstrates a good understanding of the text• 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	10–12
<ul style="list-style-type: none">• Responds to some of the questions, statements, comments and/or specific information in the text• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures• Attempts to structure relevant information and ideas	7–9
<ul style="list-style-type: none">• Responds to some of the questions, statements, comments and/or specific information in the text• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures• Demonstrates limited ability to link information and ideas or structure text	4–6
<ul style="list-style-type: none">• Responds to isolated elements in the text• Uses single words or set formulae to express information	1–3

Section III — Writing in Spanish

Question 12

Criteria	Marks
<ul style="list-style-type: none">• Writes effectively and appropriately in relation to the audience, purpose and context of the task• Manipulates vocabulary, language structures and features authentically and creatively relevant to the task	5
<ul style="list-style-type: none">• Writes with a good understanding of the audience, purpose and context of the task• Demonstrates a good understanding of vocabulary, language structures and features relevant to the task	4
<ul style="list-style-type: none">• Writes with some awareness of the audience, purpose and context of the task• Demonstrates some understanding of vocabulary, language structures and features relevant to the task	2–3
<ul style="list-style-type: none">• Produces some comprehensible language relevant to the task	1

Section III (continued)**Question 13**

Criteria	Marks
<ul style="list-style-type: none">• Writes effectively and appropriately for the audience, purpose and context of the task• Manipulates language structures authentically and creatively relevant to the task• Sequences and structures ideas and information coherently and effectively	10
<ul style="list-style-type: none">• Writes with a good understanding of the audience, purpose and context of the task• Demonstrates an excellent understanding of language structures relevant to the task• Sequences and structures ideas and information effectively	8–9
<ul style="list-style-type: none">• Writes with an understanding of the audience, purpose and context of the task• Demonstrates a good understanding of language structures relevant to the task• Organises some information and ideas	6–7
<ul style="list-style-type: none">• Presents some information, opinions or ideas relevant to the task• Demonstrates a rudimentary understanding of vocabulary and sentence structures• Attempts to organise information and ideas	4–5
<ul style="list-style-type: none">• Attempts to address the requirements of the task• Uses single words, set formulae and unrelated sentences to express information	2–3
<ul style="list-style-type: none">• Produces some comprehensible language relevant to the task	1

Spanish Continuers

2013 HSC Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4

Written Examination

Section I — Listening and Responding

Question	Marks	Content	Syllabus outcomes
1	2	Leisure and interests — Conversation	H3.1
2	3	Education — Telephone conversation	H3.1
3	1	Lifestyles, food/drink — Conversation	H3.3
4	3	Current issues — Announcement	H3.2
5	4	Friendship — Conversation	H3.4
6	1	Feelings — Conversation	H3.4, H3.5
7	5	Family — Conversation	H3.4, H3.6
8	6	Work — Speech	H3.5, H3.6

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	3	Current issues — Environment – Opinion piece	H3.1
9 (b)	3	Current issues — Environment – Opinion piece	H3.5
9 (c)	4	Current issues — Environment – Opinion piece	H3.6
10 (a)	3	Youth issues – Relationships article	H3.1
10 (b)	3	Youth issues – Relationships article	H3.5
10 (c)	4	Youth issues – Relationships article	H3.5, H3.6
10 (d)	5	Youth issues – Relationships article	H3.5, H3.6

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Leisure and interest — Email	H1.2, H1.3, H3.1

Section III — Writing in Spanish

Question	Marks	Content	Syllabus outcomes
12	5	Travel — Message	H2.1, H2.2, H2.3
13 (a)	10	Personal identity — Diary entry	H2.1, H2.2, H2.3
13 (b)	10	Feelings identity — Diary entry	H2.1, H2.2, H2.3