

2014 HSC Spanish Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

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

Sample answer:

They are discussing Anita's need for a new dress, because she has been invited to a party.

Question 2

Criteria	Marks
• Explains fully why the secretary contacted Roberto	3
• Explains partially why the secretary contacted Roberto	2
• Provides some information relevant to the question	1

Sample answer:

To set up an interview on Tuesday at 10 and to tell him to bring his original documents.

Question 3 (a)

Criteria	Marks
• Correctly identifies age	1

Sample answer:

19 years of age

Question 3 (b)

Criteria	Marks
• Identifies the correct option for each of the THREE categories	3
• Identifies the correct option for TWO categories	2
• Identifies the correct option for ONE category	1

Sample answer:

- In a magazine
- Bushwalking
- More days

Question 4

Criteria	Marks
• Demonstrates a good understanding of how the advertisement tries to appeal to young people, with reference to content and language	4
• Demonstrates a general understanding of how the advertisement tries to appeal to young people, with reference to content and language	3
• Demonstrates a partial understanding of how the advertisement tries to appeal to young people	2
• Provides some information relevant to the question	1

Sample answer:

It tries to appeal by promising young people the latest and their favourite music played by a top DJ. It also refers to the disco's popularity with celebrities. The use of an enthusiastic tone, with hyperbole and repetition strengthens the appeal.

Question 5

Criteria	Marks
• Demonstrates a perceptive understanding of how and why Clara's attitude toward Marcos changed	5
• Demonstrates a good understanding of how and why Clara's attitude toward Marcos changed	3–4
• Demonstrates a basic understanding of Clara's attitude toward Marcos	2
• Provides some information relevant to the question	1

Sample answer:

At first she has a positive attitude to Marcos. However her attitude to him changes to be very negative. Initially she thinks his ideas are sensible and logical. She agrees with him about using trains instead of cars in peak hour. However, after he talks about banning all motor vehicles and forcing people to move close to their work, she accuses him of being intolerant and an extremist.

Question 6

Criteria	Marks
• Correctly identifies what Rosa is most likely to say next	1

Sample answer:

B

Question 7

Criteria	Marks
• Provides a perceptive comparison of how well the two speakers present their arguments. Supports answer with clear, well-linked references to the text	6
• Provides a good comparison of how well the two speakers present their arguments. Supports answer with clear references to the text	5
• Provides a general comparison of how well the two speakers present their arguments. Supports answer with references to the text	4
• Provides a basic comparison of how well the two speakers present their arguments. May attempt to support answer with reference to the text	3
• Demonstrates a basic understanding of the two speakers' points of view	2
• Provides some information relevant to the question	1

Sample answer:

The male can be said to present a stronger argument regarding the importance of physical appearance in all aspects of life. He supports his view with reference to the existence of a whole image industry and to statistics. He also acknowledges the importance of balance in life. On the other hand, the female speaker limits her argument to an assertion that image is not important. She points out that women have suffered from that problem in the past, and thinks it is a backward step for men to suffer in the same way.

Section II — Reading and Responding

Part A

Question 8 (a)

Criteria	Marks
• Demonstrates a good understanding of how the actor prepared for the role	3
• Demonstrates a partial understanding of how the actor prepared for the role	2
• Provides some information relevant to the question	1

Sample answer:

The actor prepared by practising piano, watching Raimundo's performances to imitate his moves and spending time with the pianist to get to know him.

Question 8 (b)

Criteria	Marks
• Demonstrates a good understanding of what we learn about Raimundo	3
• Demonstrates a partial understanding of what we learn about Raimundo	2
• Provides some information relevant to the question	1

Sample answer:

Raimundo is a very talented pianist, who succeeded in spite of difficulties. He is charitable and modest as is shown by his setting up of a youth centre anonymously.

Question 8 (c)

Criteria	Marks
• Provides a good assessment of how the locals are likely to react to the film	4
• Provides a general assessment of how the locals are likely to react to the film	3
• Provides a limited assessment of how the locals are likely to react to the film	2
• Provides some information relevant to the question	1

Sample answer:

They are likely to react positively to the film as the main actor is from their country, the film is set in their own town, and is about a national idol. Moreover, the film will hopefully attract foreign tourists. On the other hand, they might be unhappy about the film being in English and would object if their town were portrayed negatively.

Question 9 (a)

Criteria	Marks
• Identifies why Dr Diaz was invited to give his speech	2
• Provides some information relevant to the question	1

Sample answer:

There was an international conference on new technologies and he is an eminent prize-winning expert in the field of futurology.

Question 9 (b)

Criteria	Marks
• Summarises Dr Diaz's speech	3
• Partially summarises Dr Diaz's speech	2
• Provides some information relevant to the question	1

Sample answer:

- Rapid changes in technology mean we don't know what life is going to be like in future
- We do not know how to prepare for this unknown but exciting future

Question 9 (c)

Criteria	Marks
• Provides a good comparison of the likely reactions to Felipe's statement • Supports answer with clear reference to the text	4
• Provides a general comparison of the likely reactions to Felipe's statement • Supports answer with some reference to the text	3
• Provides a basic comparison of the likely reactions to Felipe's statement	2
• Provides some information relevant to the question	1

Sample answer:

Each of their reactions would be very different. Manuela is feeling scared and won't be prepared to accept the statement because she is already overwhelmed. Irene will readily embrace this statement, as she is being prepared through her profession. Ramon will accept the challenge but will be more concerned about the use of technology because he is of the view that changes in life are not purely guided by technology.

Question 9 (d)

Criteria	Marks
• Demonstrates an excellent understanding of how the language features and structure of the article help to achieve its purpose	6
• Demonstrates a good understanding of how the language features and structure of the article help to achieve its purpose	5
• Demonstrates a general understanding of how the language features and structure of the article help to achieve its purpose	4
• Provides a general description of the language features and structure of the article	3
• Provides a limited description of the language features and/or structure of the article	2
• Provides some information relevant to the question	1

Sample answer:

The purpose of the article is to make people think about the uncertainty of the future and their preparation for it.

A feeling of uncertainty is created by the title as well as by the use of other rhetorical questions such as *¿Cómo será el futuro? ¿cómo nos vamos a preparar ...?* It is reinforced by the use of the future tense (eg *trabajaremos; tendremos*). This is offset by the optimistic, enthusiastic statement at the end of the speech. The repeated inclusive use of the first person plural (eg *somos todos conscientes*) serves to make the reader feel more involved.

The balanced structure of the article also supports its purpose. The introduction sets the scene by referring to preparing young people for future jobs that don't currently exist. This is followed by the extract of the speech given by the expert who posed many questions, challenging his audience to consider the issue. The speech is then followed by the responses of four individuals representing a broad spectrum of society. Their views relate well to some of the questions posed by the expert.

Section II — Reading and Responding

Part B

Question 10

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 11

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 12**

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

2014 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	Personal Identity — Conversation	H3.1
2	3	Work — Message	H3.3
3 (a)	1	Leisure and Interests — Conversation	H3.1
3 (b)	3	Leisure and Interests — Conversation	H3.1
4	4	Lifestyles — Radio advertisement	H3.5
5	5	Current Issues (environment) — Conversation	H3.6
6	1	Feelings — Conversation	H3.4
7	6	Youth Issues — Discussion	H3.4

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
8 (a)	3	Arts & Entertainment — Article	H3.1
8 (b)	3	Arts & Entertainment — Article	H3.1
8 (c)	4	Arts & Entertainment — Article	H3.4
9 (a)	2	Future Aspirations — Article and opinion pieces	H3.3
9 (b)	3	Future Aspirations — Article and opinion pieces	H3.2
9 (c)	4	Future Aspirations — Article and opinion pieces	H3.6
9 (d)	6	Future Aspirations — Article and opinion pieces	H3.4

Section II — Reading and Responding
Part B

Question	Marks	Content	Syllabus outcomes
10	15	Leisure and Interests — Report	H1.2, H1.3, H3.1

Section III — Writing in Spanish

Question	Marks	Content	Syllabus outcomes
11	5	Personal Identity — Message to a friend	H2.1, H2.2, H2.3
12 (a)	10	Feelings and Opinions — Persuasive email	H2.1, H2.2, H2.3
12 (b)	10	Personal Identity and Community — Persuasive email	H2.1, H2.2, H2.3