

2014 HSC Spanish Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Demonstrates a comprehensive understanding of the quotation	2
• Demonstrates some understanding of the quotation	1

Sample answer:

It is relevant because it is the time the narrator's father gets home and he has to be home by then. The preoccupation with time throughout the story gives it a sense of urgency and anxiety.

Question 1 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of why the narrator refers to Katia at this point of the story	2
• Demonstrates some understanding of why the narrator refers to Katia at this point of the story	1

Sample answer:

He is describing how badly he is feeling and at this point he reflects on his break-up with Katia which is yet another failure.

Question 1 (c)

Criteria	Marks
• Demonstrates a perceptive understanding of how the author conveys the narrator's relationships with his friends and with his parents in this extract and throughout the story	5
• Demonstrates a comprehensive understanding of how the author conveys the narrator's relationships with his friends and with his parents in this extract and throughout the story	4
• Demonstrates a general understanding of how the author conveys the narrator's relationships with his friends and with his parents in this extract and throughout the story	3
• Demonstrates some understanding of how the author conveys the narrator's relationships with his friends and/or with his parents	2
• Provides some information relevant to the question	1

Sample answer:

The story is written as a first person narrative, so all relationships are shown through the eyes of the narrator, who is also the main character.

He presents himself at first as having a close relationship with his friends and establishes the history between them. He recounts significant events shared with his friends, for example, failing exams and doing drugs. As the narrator changes so does his relationship with his friends. He no longer feels part of the group. This is emphasised by the use of language: there is a change from *nosotros* ('Hablamos mucho' 'Tomamos cerveza') to *ellos* ('Fuman. Toman.').

On the other hand, at the beginning of the story, the narrator is presented as someone who does not have a close relationship with his parents. He describes his father as a strict and distant person, as 'un hombre raro', 'un forastero' and 'habla poco'. The son also uses the third person possessive 'sus pacientes, sus amigos' to stress the distance between them. There are few references to his mother, so she does not seem very important in his life.

By the end of the story both relationships have changed. The narrator has become closer to his father and has moved away from his friends, except Giancarlo.

Question 1 (d)

Criteria	Marks
• Provides a perceptive comparison of how the issue is dealt with in both stories	6
• Provides a comprehensive comparison of how the issue is dealt with in both stories	5
• Provides a good comparison of how the issue is dealt with in both stories	4
• Shows a general understanding of how the issue is dealt with in one or both of the stories	3
• Shows a limited understanding of how the issue is dealt with in one or both of the stories	2
• Identifies some information relevant to the question	1

Sample answer:

The issue of search for identity is evident in this story as the narrator recalls previous years of his life as being happy in clear contrast to the state of confusion he is now feeling. He lacks confidence and is unsure of his talents and abilities and also does not know where to go from here. At the end of the story he goes back to his father as the role model to look up to and realises the significance of the things his father has been doing for him, for example the cassettes he was given. Seeking and acknowledging his father's gesture shows search and growth.

There are several similarities when comparing this story to "Secretos". Sonia also finds herself in a state of confusion and is facing a life-changing decision. She is also scared about the future and has lost her sense of identity. They both seek help to find their path. While the boy goes directly to his father in his own aggressive way, Sonia turns to her teacher and they calmly talk about her possibilities.

Like the boy she grows in the process of searching when questioning her options and making decisions.

In the end they both find the support of their family to grow and assert their identity and find an optimistic view of the future.

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 <i>Las palabras de Roxana</i> • 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 <i>Las palabras de Roxana</i> • 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 <i>Las palabras de Roxana</i> • 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 <i>Las palabras de Roxana</i> • 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 <i>Las palabras de Roxana</i> • 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

Spanish Extension

2014 HSC Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Relationships — monologue	H1.1, H1.2
2	10	The search for identity— monologue	H1.1, H1.2

Written Examination

Section I — Response to Prescribed Text

Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>Cinco para las nueve</i>	H2.1
1 (b)	2	<i>Cinco para las nueve</i>	H2.1, H2.2, H2.3
1 (c)	5	<i>Cinco para las nueve</i>	H2.1, H2.2,
1 (d)	6	<i>Cinco para las nueve, Secretos</i>	H2.1, H2.2, H2.3

Written Examination

Section I — Response to Prescribed Text

Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Las palabras de Roxana</i> — Diary Entry	H2.1

Written Examination

Section II — Writing in Spanish

Question	Marks	Content	Syllabus outcomes
3	15	Societal pressures — article	H1.1, H1.2
4	15	The search for identity — article	H1.1, H1.2