

## 2015 HSC Spanish Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1

Criteria	Marks
• Identifies what makes this job attractive	2
• Provides some relevant information	1

*Sample answer:*

No prior experience is needed and employees get discounts on travelling.

#### Question 2

Criteria	Marks
• Identifies the problem that arises	2
• Provides some relevant information	1

*Sample answer:*

They want to make biscuits and there is no sugar.

#### Question 3

Criteria	Marks
• Correctly completes the form	3
• Completes the form substantially	2
• Provides some relevant information	1

*Sample answer:*

Time: 6.15 pm

Notes: Patient has sudden pain on left side of face. He thinks it may be an infected tooth.

**Question 4**

Criteria	Marks
• Provides a clear explanation of why the mother is refusing her son's request	3
• Provides a partial explanation of why the mother is refusing her son's request	2
• Provides some relevant information	1

**Sample answer:**

She is refusing to pay the fine because she has already paid for a previous fine, which he did not pay her back. She thinks her son should be responsible for his driving.

**Question 5**

Criteria	Marks
• Identifies the main purpose of the announcement	1

**Sample answer:**

D

**Question 6**

Criteria	Marks
• Demonstrates an excellent understanding of what Elena is most likely to do about the problem	4
• Demonstrates a good understanding of what Elena is most likely to do about the problem	3
• Demonstrates some understanding of what Elena is most likely to do about the problem	2
• Provides some relevant information	1

**Sample answer:**

Elena's problem is that her Year 8 class hasn't completed an assignment, even though they are good students and were excited about it at first, so Elena wants to give them another chance. She now thinks the topic might have been too broad and she will change it to make it more specific.

**Question 7**

Criteria	Marks
• Provides a good analysis of how the speaker tries to encourage his audience	4
• Provides a general analysis of how the speaker tries to encourage his audience	3
• Provides a limited analysis of how the speaker tries to encourage his audience	2
• Provides some relevant information	1

**Sample answer:**

The speaker introduces himself by his first name and addresses students with ‘tú’ to make them feel part of the celebration. He presents a positive image of the event and encourages them to participate through the use of the imperative form (‘pon’, ‘prepara’, ‘ven’) and hyperboles such as ‘fabuloso, maravilla, estupendo’, as well as a slogan. He promises rewards, success and fun for everyone, as another form of encouragement to participate.

**Question 8**

Criteria	Marks
• Provides a perceptive explanation of the interviewer’s reactions	6
• Provides a good explanation of the interviewer’s reactions	5
• Provides a general explanation of the interviewer’s reactions	4
• Provides some explanation of the interviewer’s reactions	3
• Demonstrates a basic understanding of the interviewer’s reactions	2
• Provides some relevant information	1

**Sample answer:**

At first Anna is happy to have Juan in the studio and starts questioning him on the role of women in sport. She becomes confused as he starts making derogatory comments about the behaviour of sporting women, eg ‘¡A qué te refieres’ She is then surprised by the way the conversation is developing. Next, she realises he is biased and provocative so that she reacts by retaliating with challenging questions, eg ‘¡Enserio?’ ‘¡en el 2015?’. She is shocked as he becomes openly offensive and aggressive. By the end she is angry, therefore she decides to cut the interview short.

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

Criteria	Marks
• Identifies what the narrator was looking forward to	2
• Provides some relevant information	1

*Sample answer:*

He was looking forward to playing a football final and to scoring the winning goal.

#### Question 9 (b)

Criteria	Marks
• Provides a detailed description of how the boys' feelings change	4
• Provides a general description of how the boys' feelings change	3
• Provides a limited description of how the boys' feelings change	2
• Provides some relevant information	1

*Sample answer:*

They experience a mix of feelings. They start excited as they catch the bus to Maxi's house, having given in to Chiqui's pressure because they do not want to be called 'chicken'. Their sense of adventure is dashed when a feared teacher appears on the bus: they become scared and confused. The very 'brave' Chiqui goes from feeling superior to bursting into tears.

#### Question 9 (c)

Criteria	Marks
• Provides a detailed explanation of the relevance of the title	4
• Provides a general explanation of the relevance of the title	3
• Provides a limited explanation of the relevance of the title	2
• Provides some relevant information	1

*Sample answer:*

The title refers to 'hacerse la rata' that means to truant as explained in the first paragraph. 'La rata' also refers to the animal, a rat. In the case of this story, the boys 'nearly' (casi) truant but end up scurrying back to school like a 'rata asustada', a frightened rat. The narrator realises that far from being brave, cunning adventurers, they are no more than pathetic rats.

**Question 10 (a)**

Criteria	Marks
• Identifies what is being discussed	2
• Provides some relevant information	1

**Sample answer:**

How to find a worthwhile and affordable way to volunteer in South America.

**Question 10 (b)**

Criteria	Marks
• Demonstrates a good understanding of why Carmen is confident	3
• Demonstrates a general understanding of why Carmen is confident	2
• Provides some relevant information	1

**Sample answer:**

We know she is confident because she travels alone on a budget, she finds volunteering projects on her own, often in remote areas, and she is willing to confront the challenge of taking on a leadership role in conflict situations.

**Question 10 (c)**

Criteria	Marks
• Demonstrates a good understanding of why Juan Carlos contributed to the blog	4
• Demonstrates a general understanding of why Juan Carlos contributed to the blog	3
• Demonstrates a limited understanding of why Juan Carlos contributed to the blog	2
• Provides some relevant information	1

**Sample answer:**

He has read the three previous bloggers with their very different attitudes each based only on their limited personal experience. He feels that he can provide the balanced perspective needed by Sebastian, because he has a lot of experience both as a volunteer and as a coordinator of volunteer programs.

**Question 10 (d)**

<b>Criteria</b>	<b>Marks</b>
• Provides an excellent assessment of what Sebastian is likely to do	6
• Provides a good assessment of what Sebastian is likely to do	5
• Provides a general assessment of what Sebastian is likely to do	3–4
• Provides a limited assessment of what Sebastian is likely to do	2
• Provides some relevant information	1

***Sample answer:***

Sebastian is likely to go volunteering in South America, because the posts, except for the case of Mateo, are generally positive about volunteering and would reinforce his desire to go. As he is young and not an experienced traveller, he is likely to choose an organised trip through an agency, as Sara did, and not an adventure on his own as Carmen suggested. Money is not a significant deterrent for him because his parents have offered to help him so he would probably take Juan Carlos's advice to look for a cost-effective and reliable agency.

## Section II — Reading and Responding

### Part B

#### Question 11

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

### Section III — Writing in Spanish

#### Question 12

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



**Section III (continued)****Question 13**

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

# 2015 HSC Spanish Continuers

## 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	The world of work — Radio advertisement	H3.1
2	2	Personal identity — Conversation	H3.1
3	3	Personal identity — Phone conversation	H3.1
4	3	Personal identity — Conversation	H3.4
5	1	Current issues — Announcement	H3.3
6	4	Education and future aspirations — Conversation	H3.5
7	4	Life style — Speech	H3.6
8	6	Youth issues — Radio interview	H3.6

#### Section II — Reading and Responding

##### Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Education and future aspirations — Anecdote	H3.1
9 (b)	4	Education and future aspirations — Anecdote	H3.6
9 (c)	4	Education and future aspirations — Anecdote	H3.5
10 (a)	2	Youth issues — Blog	H3.1
10 (b)	3	Youth issues — Blog	H3.4
10 (c)	4	Youth issues — Blog	H3.4
10 (d)	6	Youth issues — Blog	H3.4

#### Section II — Reading and Responding

##### Part B

Question	Marks	Content	Syllabus outcomes
11	15	The world of work — Email	H1.2, H1.3, H3.1

#### Section III — Writing in Spanish

Question	Marks	Content	Syllabus outcomes
12	5	Leisure and interests — Note	H2.1, H2.2, H2.3
13 (a)	10	Youth issues — Script of an interview	H2.1, H2.2, H2.3
13 (b)	10	Arts and entertainment — Script of an interview	H2.1, H2.2, H2.3