

## 2015 HSC Spanish Extension — Written Examination Marking Guidelines

### Section I — Response to Prescribed Text Part A

#### Question 1 (a)

| Criteria  | Marks |
|---|-------|
| • Clearly explains the significance of <i>los bultos de panes</i> | 2     |
| • Provides some information relevant to the text                  | 1     |

**Sample answer:**

The significance of the ‘bundles’ is that while they are merely leftovers from her party, for her poverty-stricken neighbours they are of real value.

#### Question 1 (b)

| Criteria   | Marks |
|--|-------|
| • Provides a good insight into <i>la niña</i>    | 2     |
| • Provides some information relevant to the text | 1     |

**Sample answer:**

She is a young girl but seems very confident and calm. She appears to be in control and appreciative as she is the only one who speaks to Lorena, and does so in a firm voice.

**Question 1 (c)**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • Demonstrates an excellent understanding of how light, colour and sound are used to create a mood | 5            |
| • Demonstrates a good understanding of how light, colour and sound are used to create a mood       | 4            |
| • Demonstrates a general understanding of how light, colour and sound are used to create a mood    | 3            |
| • Demonstrates some understanding of how light, colour and sound are used to create a mood         | 2            |
| • Provides some information relevant to the text   | 1            |

***Sample answer:***

Light and dark feature throughout this extract. Lorena leaves the bright safety of home and crosses the dark street. When she hesitates in the darkness, the light in the window of the adobe hut shines brighter, as if to reassure her that she is doing the right thing. The interior of the dim shack is sombre, lit by a flickering candle which shines on an image of Jesus, stressing the importance of faith to these impoverished people in their time of grief.

In keeping with the sadness of their mourning, the people gathered there are dressed in black. The whiteness of the dead child's small coffin in the centre of the room emphasises the pathos of the situation, as does the pallor of his skin. There are no bright colours to relieve the gloomy mood.

Silence and stillness further emphasise the sombre mood. It is only when Lorena puts the sandwiches on the bench that the people move forward to collect the food. Even then, only the young girl speaks, thanking Lorena as she hastens to leave.

The bleak mood created by all these elements reflects the misery of these poor people.

**Question 1 (d)**

| Criteria  | Marks |
|---|-------|
| • Demonstrates a perceptive understanding of how this extract contributes to Lorena's internal conflict at other times in the story | 6     |
| • Demonstrates an excellent understanding of how this extract contributes to Lorena's internal conflict at other times in the story | 5     |
| • Demonstrates a good understanding of how this extract contributes to Lorena's internal conflict at other times in the story       | 4     |
| • Demonstrates a general understanding of how this extract contributes to Lorena's internal conflict at other times in the story    | 3     |
| • Demonstrates some understanding of how this extract contributes to Lorena's internal conflict at other times in the story         | 2     |
| • Provides some information relevant to the text  | 1     |

**Sample answer:**

Lorena experienced physical and psychological discomfort as she walked across, from a familiar world to another full of misery and deprivation. She recalled the school talk about poverty and hunger in Peru and how it had affected her. She was now personally confronted with the harsh reality of the dead body of a child who had died of poverty.

She wanted to bring relief to her poor neighbours yet felt awkward and unwelcome. She wanted to get to know how these people lived but she was too used to her wealthy and comfortable life to be able to make a connection with them.

As Lorena goes on to live her happy young adult life and then marriage, she puts this childhood experience out of her mind until the day she meets 'la niña' as an adult. The chance encounter, at her friend's house, once again unsettles her. She ponders what to do about this young woman whom she recognises as 'la niña', but she has no solution. She lacks the emotional strength to act decisively on her more generous and altruistic instincts.

All the rhetorical questions Lorena asks herself at the end of the story remain unanswered. Her feeble attempt to reach out to the girl has no result. Her conflict remains unresolved just as it did at the end of this extract when she fled the adobe hut.

## Section I — Response to Prescribed Text

### Part B

#### Question 2

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>• Demonstrates a perceptive and sensitive understanding of the prescribed text</li> <li>• Demonstrates flair and originality in the approach taken</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> | 9–10  |
| <ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the prescribed text</li> <li>• Demonstrates some flair in the approach taken</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>    | 7–8   |
| <ul style="list-style-type: none"> <li>• Demonstrates an understanding of the prescribed text</li> <li>• Demonstrates a satisfactory control of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>  | 5–6   |
| <ul style="list-style-type: none"> <li>• Demonstrates some understanding of the prescribed text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Writes within the parameters of the task</li> </ul>   | 3–4   |
| <ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the prescribed text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures</li> </ul>  | 1–2   |

## Section II — Writing in Spanish

### Questions 3 and 4

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>• Presents and develops a sophisticated, coherent argument, discussion or explanation</li> <li>• Writes effectively and perceptively for a specific audience, purpose and context</li> <li>• Demonstrates breadth and depth in the treatment of relevant ideas</li> <li>• Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li> </ul> | 13–15 |
| <ul style="list-style-type: none"> <li>• Presents and develops a coherent argument, discussion or explanation</li> <li>• Writes effectively for a specific audience, purpose and context</li> <li>• Demonstrates breadth and some depth in the use of relevant supporting material and examples</li> <li>• Writes accurately using a range of vocabulary and sentence structures</li> </ul>   | 10–12 |
| <ul style="list-style-type: none"> <li>• Attempts to present and develop a coherent argument, discussion or explanation</li> <li>• Writes with some understanding of audience, purpose and context</li> <li>• Supports points with relevant material and examples</li> <li>• Writes using a range of vocabulary and sentence structures</li> </ul>  | 7–9   |
| <ul style="list-style-type: none"> <li>• Presents some relevant information, opinions or ideas</li> <li>• Demonstrates the use of appropriate supporting materials</li> <li>• Demonstrates evidence of the use of complex sentences</li> </ul>  | 4–6   |
| <ul style="list-style-type: none"> <li>• Presents some relevant information, opinions or ideas</li> <li>• Communicates primarily in simple sentences or set formulae</li> </ul>   | 1–3   |

# 2015 HSC Spanish Extension Mapping Grid

## Oral Examination

| Question | Marks | Content                             | Syllabus outcomes |
|----------|-------|-------------------------------------|-------------------|
| 1        | 10    | The search for identity — monologue | H1.1, H1.2        |
| 2        | 10    | Societal pressures — 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 y otros cuentos</i> | H2.1, H2.3        |
| 1 (b)    | 2     | <i>Cinco para las nueve y otros cuentos</i> | H2.1, H2.3        |
| 1 (c)    | 5     | <i>Cinco para las nueve y otros cuentos</i> | H2.2              |
| 1 (d)    | 6     | <i>Cinco para las nueve y otros cuentos</i> | H2.1, H2.3        |

## Written Examination

### Section I — Response to Prescribed Text

#### Part B

| Question | Marks | Content  | Syllabus outcomes |
|----------|-------|--|-------------------|
| 2        | 10    | <i>Cinco para las nueve y otros cuentos</i> — script of a talk | H2.1              |

## Written Examination

### Section II — Writing in Spanish

| Question | Marks | Content                          | Syllabus outcomes |
|----------|-------|----------------------------------|-------------------|
| 3        | 15    | Relationships — short essay      | H1.1, H1.2        |
| 4        | 15    | Societal pressures — short essay | H1.1, H1.2        |