

**2002 HSC Notes from  
the Marking Centre  
Spanish**

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# 2002 NOTES FROM THE MARKING CENTRE

## SPANISH

### Introduction

This document has been produced for the teachers and the candidates of the Stage 6 courses in Spanish. It provides comments with regard to responses to the 2002 Higher School Certificate Examination, indicating the quality of candidates' responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2002 Higher School Certificate Examination, the marking guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Spanish.

### Beginners

#### Speaking Skills Examination

##### Section I – Oral Reading

###### General Comments

Candidates read through the passage with confidence and a good level of fluency, mindful of using correct intonation and observing accentuation and the conventions required by punctuation such as commas, full stops, exclamation marks, etc.

However, some candidates experienced difficulties with some sections of the passage containing vocabulary pertaining to proper nouns, place names and professions (descriptions of the work place). The sports included were not mainstream, therefore candidates found them challenging to read and pronounce. There were higher order descriptions of places, eg *por las sendas campestres y por los senderos montañosos de la camarca*.

The passage was challenging enough to single out the more capable candidates. It also allowed the less able candidates to demonstrate their reading capacity in a difficult passage.

##### Section II – Speaking

###### General Comments

Overall the examination catered for all abilities. The questions were well graded in terms of degree of difficulty, and the situations were real life and permitted candidates to demonstrate their full knowledge of vocabulary and structure.

Whilst the cues allowed most candidates to draw on vocabulary of their choosing, some longer cues left weaker candidates unable to answer all the requirements of the cue, eg 'Greet the person who answers and also ask to speak with your friend'.

Some candidates found particular concepts challenging and led to the use of false cognates, eg 'return your call' became *revolver* and *retornar a mi*.

Describing interest was a strong point for most candidates but then many experienced difficulty asking for a recommendation which led to the misuse of the verb *gustar* in the present conditional, the present perfect and the preterite tense. Candidates are reminded that they must practise all tenses covered in the course so that they can apply them as required by particular speaking or writing tasks.

## **Listening Skills Examination**

### **Listening and Responding**

#### **General Comments**

The overall performance in this section of the examination was good. Most candidates attempted to answer all the questions even though some difficulty was encountered with questions requiring interpretations and conclusions rather than the specific relating of events or listing of items. For example in Question 5, candidates could identify and list the details, but found the conclusion difficult to produce, ie 'go to the mountains because they went to the beach last time and mum likes both.'

## **Written Examination**

### **Section I – Reading Skills**

#### **General Comments**

Candidates performed fairly well in this section of the examination and better than in other sections. However, some responses were often too general, demonstrating the ability to gain a broad understanding of each passage but an inability to focus on the requirements of each question. By simply listing points, a candidate does not effectively demonstrate actual comprehension. They need to analyse what they have read and derive a response that meets the parameters set by each question.

#### **Specific Comments**

##### **Question 1**

This question was very well done by the majority of candidates. It was a fairly simple and accessible passage, with straightforward vocabulary and structures. Some candidates had difficulty in determining the hours of work.

##### **Question 2**

This question was well done by the majority of candidates. The only difficulty arose when candidates were required to explain the techniques used to capture the reader's interest.

### **Question 3**

This question proved more challenging for about a third of the candidature. The question required more than a single element response and candidates were often unable to supply the second half of the answer. The major difficulty experienced was the inability to synthesise the information provided and then extract relevant details to formulate an opinion.

### **Question 4**

Similar difficulties to Question 3 were experienced here with candidates being able to list relevant details but unable to analyse the information and respond appropriately to questions which require them to show 'how' or to 'demonstrate' the use of language.

## **Section II – Writing Skills**

### **General Comments**

Most candidates attempted Question 5, the Guided Dialogue. Only one candidate attempted question 6. Candidates made genuine attempts to address the parameters set by each question, but some difficulties were noted.

### **Specific Comments**

#### **Question 5**

This question was chosen by the majority of candidates and many had difficulty in rendering the English cues into appropriate Spanish. They relied heavily on the present tense and were unable to employ the past or future tenses to explain the activities. Many candidates were not equipped with the necessary techniques needed to tackle the cues, resulting in many inadequate literal translations, anglicisms and problems with syntax.

#### **Questions 7 (a) and (b)**

The greater flexibility afforded to candidates in this question produced responses with a wider range of vocabulary and grammatical items, however, many struggled to identify any 'extraordinary' activities. Instead they simply recounted some activities that they had engaged in, such as meeting people, visiting places and seeing things. Some candidates were able to explain their feelings and reactions about their holiday in a limited manner. Correct letter writing conventions for Spanish must also be followed.

## Continuers

### Oral Examination

#### General Comments

Generally candidates performed very well with those attaining marks in the top range demonstrating a refined range of vocabulary, excellent command of the language and excellent fluency. Most were elaborate in their responses, producing interesting and informative answers to each question posed by the examiner, especially with respect to their hobbies, pastimes, favourite foods and family.

Some candidates restricted their responses, lacked fluency and depended on the examiner to continually prompt and lead the conversation. Some restricted their responses to the extent that maintaining a coherent conversation was impossible, often replying with one word answers or monosyllables. They therefore could not demonstrate the 'capacity to maintain a conversation'.

Candidates are yet again reminded not to state their name, school or teacher's details during the examination and that only the most general of information is expected.

Responses from weaker candidates included the use of anglicisms and 'Spanglish' such as *la city, ir de shopping, HSC, Tafe, trabajo part-time, relativos, hermanos debajo de yo, soportar*. These candidates also experienced problems with syntax, eg *rojo auto, favorito equipo*. Problems with diction were also evident, eg the pronunciation of *rr* in *correr, perro*, and the 's' was often omitted from plurals.

### Written Examination

#### Section I – Listening and Responding

##### General Comments

Some of the questions in this section of the exam proved challenging. In general the multiple-choice items were handled well. However, questions requiring elaborate answers or language analysis responses proved challenging. Appropriate detail is required for candidates to achieve best results. The mark value of a question provides a good indication of the demands of the question. Candidates are reminded to read the instructions carefully prior to attempting an answer. If answers are required in Spanish, a clear instruction will precede each question.

##### Specific Comments

#### Question 2

Most of the candidates read the instructions properly and answered the questions in Spanish. The telephone number was correctly identified, however, the message proved more challenging. The castillian pronunciation of the letter *c* in the word *cines* was not recognised by many candidates.

#### **Question 4**

Candidates found this question challenging. The majority identified ‘why’ Pedro was frustrated, rather than addressing ‘how’ he demonstrates his frustration. Weaker candidates were challenged by the necessity to identify clearly the language techniques used such as tone of voice, repetition, exaggeration and sarcasm.

#### **Question 6**

This question proved to be challenging. Candidates tended to repeat the message rather than identify the uniqueness of the idea.

#### **Question 8**

In part (a) many candidates focused on Eva’s mention of the ‘Northern Territory’, rather than the fact that she had travelled around Australia by bike.

In part (b), weaker candidates focused on only one language device such as descriptive language. The question required candidates to provide a full analysis of the language, including tone of voice, emotive language, use of the first person, juxtaposition, cliché and the persuasive nature of her language.

### **Section II – Reading and Responding**

#### **Part A**

##### **General Comments**

On the whole Questions 9 and 10 proved challenging for a large number of candidates. Many did not appear to be adequately prepared to answer the language technique and analytical response questions. Many candidates failed to support or justify their answers even though it was stipulated in the question. Candidates are reminded that personal and anecdotal prior knowledge should not be given as an answer. They must base their answer on the textual evidence provided. Questions that elicit a personal opinion may nevertheless need to be supported by direct reference to the text.

Question 11 was well answered by the majority of candidates.

##### **Specific Comments**

##### **Questions 9 (c) and 9 (d)**

Many candidates took to describing the physical process of drinking *mate* rather than talking about social significance and cultural processes revolving around the drinking and sharing of this traditional herbal tea. Candidates are reminded to read the passage in its entirety before attempting to answer the questions. Question 9 (d) required a global understanding of the socio-cultural significance of *mate* and in their haste to answer, by not reading the entire passage beforehand, many candidates restricted their responses to describing only the process.

### **Questions 10 (e) and 10 (f)**

Most candidates understood the requirements of the question but had difficulty in interpreting information and supporting their statements with evidence from the text.

Question 10 (f) once again required candidates to demonstrate a global understanding of the text with references. Many failed to identify the variety of solutions mentioned in the text and did not provide adequate evidence from the text to justify their opinion.

### **Part B**

#### **Question 11**

This question was well answered by the majority of candidates. It was accessible and well understood by most. However, despite the fact that the question stated in its beginning ‘You are on holidays in Puerto Rico’, a large number of candidates responded in the past tense, implying that they had already returned home and were now remembering some of the events of their holiday in Puerto Rico. Some candidates took the opposite view altogether and stated that they had not yet arrived in Puerto Rico and they were imagining the places they were about to visit, the adventures they were about to experience and their expectations of the trip. Candidates are urged to read the instructions for each task carefully so as to answer within the parameters of the question and maximise their chances of best results.

Weaker candidates tended to paraphrase directly from the text in order to boost the content of their writing. They also neglected to address some of the main points of the task.

### **Section III – Writing in Spanish**

#### **General Comments**

Most candidates met the requirements of this section well. They satisfactorily addressed the parameters set by the questions of their choice. The writing of stronger candidates was at times brilliant, interesting in content, rich in vocabulary and near flawless in grammar. Weaker candidates suffered from common problems in spelling such as the misuse of *ll*, *y*, *h*, *s*, *c*, *b*, and *v*, and grammar problems such as the agreement in subject and verb and gender and number.

The great majority of candidates answered 12 (b). There was a more even distribution for Questions 13 (a) and 13 (b).

#### **Specific Comments**

##### **Question 12 (a)**

A minority of the candidature attempted this question and the quality of the answers was poor. Candidates had difficulty identifying the text type (a profile) required to answer the question appropriately and chose to write in a letter format. Candidates who wish to attempt this question must have a clear understanding of what a ‘profile’ is and how to write it.

Strong candidates in this question were able to write extensively about themselves using at times high register and a varied and sophisticated language.

### **Question 12 (b)**

Candidates understood the question and were able to write adequate responses given that the subject matter is familiar to them and one with which they can identify. Some of the letters lacked structure (no introduction, place and date) and were not addressed to anyone in particular. Candidates are reminded that they must adhere to Spanish letter writing conventions.

### **Question 13 (a)**

This question was the more popular choice because the topic was one with which the candidates were familiar and one they could relate to their own experiences. However, this familiarity itself may have led candidates not to read the requirements of the task properly as many took the role of a school authority figure, eg the principal, year advisor, staff or even a parent. This was not the requirement of the task and affected the results of some candidates. Candidates must read each question carefully before proceeding. Some also struggled with the 'report' format. Candidates are advised to observe the correct discourse form required in their chosen topic.

### **Question 13(b)**

Similar problems were experienced here in the misunderstanding by candidates of the requirements of the task. Some interpreted 'script' as a dialogue, others as a speech and others wrote a combination of both. Weaker candidates demonstrated only a very elementary grasp of grammar and resorted to anglicisms to complete the task.

## **Extension**

### **Oral Examination**

#### **General Comments**

Candidates were given three questions from which to select two and then prepare and express their opinion for two minutes on each.

Nearly all candidates understood each question and most had no problems speaking for two minutes on their chosen topic. However, some failed to make an adequate response and failed to give relevant examples to support their arguments

Weaker candidates repeated their arguments with simple ideas and there was evidence of English lexicon and 'Spanglish' such as *distorta*, *expectaciones*, *negletar*, *mayoridad*, *minoridad*, *consumerismo* and *sucesos*. These candidates also used poor linguistic tools to argue their point of view, choosing to support arguments by narrating personal experiences.

Strong candidates argued their point of view in a logical and convincing manner. They used lexical phrases such as *por un lado*, *por otro lado* and *debo añadir*, comparisons and contrasts and completed their arguments with a conclusion.

Outstanding responses presented a rich and sophisticated vocabulary along with evidence of profound and analytical thinking, delivering substantial and convincing arguments, which exceeded the expectations of even the most competent Extension level candidates.

### **Specific Comments**

#### **Question 1**

Most candidates agreed that periods of intense study took their toll on friendships. Some argued that friendship was highly valued and important in their lives. Stronger candidates were able to provide a balanced point of view, arguing that despite the pressure of study, friends were a source of support in times of need.

#### **Question 2**

This was the least popular question. Those who did answer this question focused on image and the influence of television on young people, while others talked about the negative image of young people in the media. However, most were not able to discuss their viewpoint logically, their ideas were disjointed and they lost their train of thought.

#### **Question 3**

The majority of candidates attempted this question. Most expressed their understanding of the Hispanic family culture and how having their grandparents living in their family home caused tensions within the family group. Stronger candidates discussed this argument as an observer by using the third person (impersonal *se*) while weaker candidates expressed their opinions in a dialogue fashion where the examiner became a passive listener, eg *Viste?*

## **Written Examination**

### **Section I – Response to a prescribed text**

#### **General Comments**

The majority of the candidates were able to understand and respond to the four parts of this question reasonably well. They were familiar with the scene from the film being examined and were able to produce well argued responses.

#### **Part A**

#### **Specific Comments**

##### **Question 1 (a)**

Most candidates demonstrated a reasonable understanding of the question. The majority of responses correctly identified Ricardo's van as his means of employment and that Carmen's question ironically implied that he was currently out of work. Only a few candidates grasped the

significance of Ricardo's state of unemployment – that the family was unable to go on holidays or even out to a restaurant given the fact that he had not earned enough to pay for these activities.

### **Question 1 (b)**

Whilst most candidates were able to explain in part the cultural significance of the statements, only a few of the candidates were able to grasp fully the whole significance of the question asked of them, ie to explain fully the contrast between those who could afford to go on holidays and those who could not afford to do so.

### **Question 1 (c)**

Most candidates demonstrated a breadth of understanding of the way in which the language from the scene conveyed tension amongst the characters. Most candidates were able to analyse the language, but only a few were able to give appropriate examples to support their answer. Stronger candidates referred to the use of sarcasm, irony, verbal abuse, short-cutting phrases, rude vulgar language, body language and silences in parts of the scene to support their answers.

### **Question 1 (d)**

Most candidates understood and were able to explain the impact that the director was trying to achieve and the various film techniques used such as close ups, continuous change of camera focus, poor lighting to reflect the mood and dull costuming. Candidates were also able to identify the positioning of the television set as conducive to and reflective of the poor communication between the family members, the aggressive voice tones by the characters, background noises such as plates and cutlery and the TV.

## **Part B**

### **Question 2**

Most candidates understood the question, however, only a few were able to respond using the language with the authenticity and creativity required of the task, ie reproducing the genre of language that the characters from the film would use.

Some candidates responded using very sophisticated and formal structures that do not accurately reflect the characters from the film. Candidates displayed a familiarity with this kind of situation and many used their own experience to 'act out' the role instead of responding from the character's own position in the film.

A small number of candidates displayed only a very basic knowledge of the film or command of the language and struggled to answer the question with elementary vocabulary and poorly constructed sentences. Candidates are reminded that the Extension course requires a thorough command of Spanish.

## **Section II – Writing in Spanish**

### **Question 3**

The majority of candidates dealt with the theme of the question in particular with respect to the issue of immigration. Only a few of the candidates were able to respond to the essence of the question, which was to discuss what measures governments should take to achieve a more inclusive society. Stronger candidates developed the theme of government policy with logic and coherence and were able to illustrate their ideas with examples. Weaker candidates gave their opinion on immigration without providing a balanced argument.

### **Question 4**

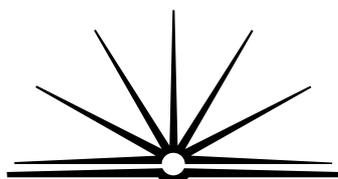
This was a very open question allowing candidates to give their opinion in an open manner. Most were therefore able to develop a point of view coherently. Most candidates were able to write the script satisfactorily and they attempted to develop an argument to the topic of whether the rebels of today are the leaders of tomorrow. However, very few were able to give relevant examples or argue the topic with adequate material so as to demonstrate a profound and broad knowledge of the topic. Weaker candidates argued only the negative aspect of being a rebel, relating it all back to illegal activities, without addressing the positive aspect of being a rebel to be able to bring about changes in our society.

# Spanish Beginners

## 2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
<b>Section I: Speaking Skills Examination – Oral Reading</b>			
1	5	Meeting People – Advertisement	H2.4
<b>Section II: Speaking Skills Examination – Speaking</b>			
2	3	Making Arrangements And Telephoning	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
3	5	Shopping	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
4	7	Holidays and Travel	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
<b>Listening Skills Examination</b>			
1 (a)	1	School Activities – Conversation	H3.1
1 (b)	1	School Activities – Conversation	H3.1
2 (a)	1	Making Arrangements – Advertisement	H3.1
2 (b)	1	Making Arrangements – Advertisement	H3.1
3	2	Making Arrangements – Telephone Message	H3.1
4	2	Encounter – Announcement	H3.1
5 (a)	1	Making Arrangements – Holidays Conversation	H3.1
5 (b)	2	Making Arrangements – Holidays Conversation	H3.1
6 (a)	1	Health And accidents – Conversation	H3.1
6 (b)	3	Health And accidents – Conversation	H3.1
7 (a)	1	Shopping/Leisure – Advertisement	H3.1
7 (b)	3	Shopping/Leisure – Advertisement	H3.1
8	3	Encounters/Leisure Activities – Telephone Message	H3.1
9 (a)	1	Discussion Of Weather – Announcement	H3.1
9 (b)	3	Discussion Of Weather – Announcement	H3.1
10	4	At The Airport – Announcement	H3.1

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
<b>Section I: Written Examination</b>			
1 (a)		Discussion Of Daily Routine Community Notice Board Announcement	H3.1
1 (b)		Discussion Of Daily Routine Community Notice Board Announcement	H3.1
1 (c)		Discussion Of Daily Routine Community Notice Board Announcement	H3.1
2 (a)		Holidays And Travel	H3.1
2 (b)		Holidays And Travel	H3.1
2 (c)		Holidays And Travel	H3.1
2 (d)		Holidays And Travel	H3.1, H3.2, H4.1
3 (a)		Discussion Of Home And Daily Routine – Article	H3.1
3 (b)		Discussion Of Home And Daily Routine – Article	H3.1
3 (c)		Discussion Of Home And Daily Routine – Article	H3.1
3 (d)		Discussion Of Home And Daily Routine – Article	H3.1
4 (a)		Eating At Home And In Restaurants – Discussion Board	H3.1
4 (b)		Eating At Home And In Restaurants – Discussion Board	H3.1
4 (c)		Eating At Home And In Restaurants – Discussion Board	H3.1
4 (d)		Eating At Home And In Restaurants – Discussion Board	H3.1
<b>Section II: Written Examination</b>			
5	20	Making Arrangements/Leisure activities	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
6	20	School Activities	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
7 (a)	20	Holidays And Travel – Letter	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
7 (b)	20	Making Arrangements – Letter	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

## **2002 HSC Spanish Beginners Marking Guidelines — Speaking Skills**

### **Section I — Oral Reading**

#### **Question 1**

*Outcomes assessed: H2.4*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Reads confidently and fluently with correct intonation, pronunciation and accentuation</li><li>• Competently and accurately recognises Spanish script</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates good oral reading skills, with some minor inaccuracies</li></ul>	4
<ul style="list-style-type: none"><li>• Reads coherently, but pauses regularly, with some repetitions and mispronunciations</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates basic recognition of Spanish script</li><li>• Regularly pauses, repeats words/phrases and mispronounces Spanish</li></ul>	2
<ul style="list-style-type: none"><li>• Demonstrates limited recognition of Spanish script</li><li>• Frequently hesitates and makes errors in pronunciation</li></ul>	1

## Section II — Speaking

### Question 2

*Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Uses Spanish appropriately to convey the meaning of the cues</li><li>• Demonstrates an appropriate range of language and structures</li></ul>	3
<ul style="list-style-type: none"><li>• Uses Spanish to convey the meaning of most of the cues</li></ul>	2
<ul style="list-style-type: none"><li>• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Spanish</li></ul>	1

### Question 3

*Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7*

#### MARKING GUIDELINES

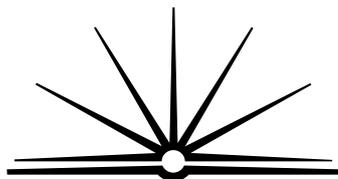
Criteria	Marks
<ul style="list-style-type: none"><li>• Uses Spanish effectively and fluently to convey the meaning of the cues</li><li>• Demonstrates control of complex Spanish structures</li></ul>	5
<ul style="list-style-type: none"><li>• Uses Spanish appropriately to convey the meaning of most of the cues</li><li>• Demonstrates an appropriate range of language and structures</li></ul>	3–4
<ul style="list-style-type: none"><li>• Uses basic Spanish to convey the meaning of some of the cues</li></ul>	2
<ul style="list-style-type: none"><li>• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Spanish</li></ul>	1

### Question 4

*Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Uses Spanish effectively and fluently to convey the meaning of the cues</li><li>• Demonstrates control of complex Spanish structures</li></ul>	7
<ul style="list-style-type: none"><li>• Uses Spanish appropriately to convey the meaning of most of the cues</li><li>• Demonstrates an appropriate range of language and structures</li></ul>	5–6
<ul style="list-style-type: none"><li>• Uses basic Spanish to convey the meaning of some of the cues</li></ul>	3–4
<ul style="list-style-type: none"><li>• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Spanish</li></ul>	1–2



**BOARD OF STUDIES**  
NEW SOUTH WALES

## 2002 HSC Spanish Beginners Marking Guidelines — Listening Skills

### Question 1 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (C)	1

### Question 1 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Jorge doesn't have enough time to be involved in debating.	1

### Question 2 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Correctly identifies target audience	1

**Question 2 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the day and time	1

**Question 3***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the reason for the call with some detail	2
• Identifies ONE aspect of the reason for the call	1

**Question 4***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Clearly identifies BOTH aspects of the information provided	2
• Identifies ONE aspect of the information provided	1

**Question 5 (a)***Outcomes assessed: H3.***MARKING GUIDELINES**

Criteria	Marks
• (A)	1

**Question 5 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an understanding of the dialogue with most relevant detail	2
• Provides ONE reason	1

**Question 6 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (C)	1

**Question 6 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the text with most relevant detail	3
• Demonstrates an understanding of the text with some detail	2
• Identifies ONE consequence	1

**Question 7 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (B)	1

**Question 7 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the text with most relevant detail	3
• Demonstrates some understanding of the text with some detail	2
• Identifies ONE reason	1

**Question 8***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the message with most relevant detail	3
• Demonstrates some understanding of the message with some detail	2
• Identifies ONE reason for the message	1

**Question 9 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the text with most relevant detail	3
• Demonstrates an understanding of the text with some detail	2
• Provides TWO consequences	1

**Question 9 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (B) 91 82 73 64	1

**Question 10***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the consequences of the announcement, with most relevant detail	4
• Demonstrates an understanding of the consequences of the announcement for both international and domestic travellers, with some relevant detail	3
• Demonstrates some understanding of the announcement with detail	2
• Identifies ONE consequence	1

## 2002 HSC Spanish Beginners Marking Guidelines — Written Examination

### Section I — Reading Skills

#### Question 1 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (B)	1

#### Question 1 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• 16 hours	1

#### Question 1 (c)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Call 94 37 58 27 after midday	1

**Question 2 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies a possible target group	1

**Question 2 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• In the best hotels in Spain	1

**Question 2 (c)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides a detailed explanation	2
• Presents ONE reason	1

**Question 2 (d)***Outcomes assessed: H3.1, H3.2, H4.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the ways the text seeks to capture the readers' interest	3
• Demonstrates some understanding of the ways the text seeks to capture the readers' interest	2
• Identifies ONE technique	1

**Question 3 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the day	1

**Question 3 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (D)	1

**Question 3 (c)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a thorough understanding of the text</li><li>• Correctly identifies the person and provides a detailed explanation</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the text</li><li>• Correctly identifies the person and provides a partial explanation</li></ul>	2
<ul style="list-style-type: none"><li>• Identifies the person without providing a reason</li></ul>	1

**Question 3 (d)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates the ability to analyse the text perceptively and to draw appropriate conclusions</li><li>• Provides a detailed explanation</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the text to draw appropriate conclusions</li><li>• Provides an explanation that includes some relevant details</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the text</li><li>• Presents some relevant details</li></ul>	2
<ul style="list-style-type: none"><li>• Presents isolated details</li></ul>	1

**Question 4 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the reasons for this conclusion	2
• Identifies ONE indicator	1

**Question 4 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates the ability to analyse the text perceptively and to draw appropriate conclusions • Provides a detailed explanation	3
• Demonstrates an understanding of the text • Provides an explanation with some relevant details	2
• Presents isolated details	1

**Question 4 (c)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates the ability to analyse the text and to draw appropriate conclusions</li><li>• Provides a detailed explanation</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates the ability to analyse the text and to draw some conclusions</li><li>• Provides an explanation that includes some relevant details</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates an understanding of the text</li><li>• Provides a partial explanation</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the text</li><li>• Presents some relevant details</li></ul>	2
<ul style="list-style-type: none"><li>• Presents isolated details</li></ul>	1

**Question 4 (d)***Outcomes assessed: H3.1, H3.2, H3.3, H4.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• (D) The two dietitians</li></ul>	1

## Section II — Writing Skills

### Question 5

*Outcomes assessed: H2.1, H2.2, H2.3, H2.5, H2.7, H2.8*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates the use of appropriate vocabulary and sophisticated language structures</li><li>• Demonstrates a high degree of accuracy with only minor errors</li><li>• Sequences and structures information coherently and effectively</li></ul>	17–20
<ul style="list-style-type: none"><li>• Demonstrates the use of appropriate vocabulary and language structures</li><li>• Demonstrates a degree of accuracy with occasional (sometimes even significant) errors</li><li>• Sequences and structures information effectively</li></ul>	13–16
<ul style="list-style-type: none"><li>• Uses only basic vocabulary and simple language structures</li><li>• Demonstrates some consistency in the use of language, with more frequent errors, but communication is generally achieved</li><li>• Organises and sequences some information</li></ul>	9–12
<ul style="list-style-type: none"><li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li><li>• Achieves limited communication, using single words, set formulae and anglicisms to express information</li><li>• Demonstrates little evidence of organisation and sequencing</li></ul>	5–8
<ul style="list-style-type: none"><li>• Uses single words, set phrases in isolation and anglicisms</li><li>• Barely addresses cues</li><li>• Demonstrates minimal knowledge of vocabulary and language structures</li></ul>	1–4

## Section II (continued)

### Question 6–7

*Outcomes assessed: H2.1, H2.2, H2.3, H2.5, H2.7, H2.8*

#### MARKING GUIDELINES

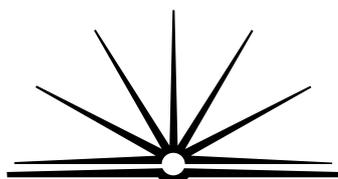
Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents and develops relevant information, ideas and/or opinions</li> <li>• Demonstrates a wide range of vocabulary and language structures</li> <li>• Demonstrates a high degree of accuracy with only minor errors</li> <li>• Sequences and structures ideas and information effectively</li> <li>• Correctly observes all conventions of the discourse form</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Presents and develops relevant information, ideas and/or opinions</li> <li>• Demonstrates some variety of vocabulary and language structures</li> <li>• Demonstrates a degree of accuracy with occasional (sometimes even significant) errors</li> <li>• Sequences and structures ideas and information coherently</li> <li>• Observes all conventions of the discourse form</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Presents some relevant information, ideas and/or opinions</li> <li>• Uses only basic vocabulary and simple language structures</li> <li>• Demonstrates some consistency in the use of language, with more frequent errors, but generally achieves communication</li> <li>• Organises and sequences some information</li> <li>• Generally observes conventions of the discourse form</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Achieves limited communication, using single words, set formulae and anglicisms to express information</li> <li>• Demonstrates little evidence of organisation and sequencing</li> <li>• Is often repetitive</li> <li>• Rarely observes conventions of the discourse form</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Uses single words, set phrases in isolation and anglicisms</li> <li>• Barely addresses topic</li> <li>• Demonstrates minimal knowledge of vocabulary and language structures</li> </ul>	1–4

# Spanish Continuers

## 2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
<b>Oral Examination</b>			
	20	Conversation covering student's personal world	H1.1, H1.2, H1.3, H1.4
<b>Written Examination</b>			
1	1	Spanish Speaking Communities – Advertisement/Lifestyles/Health	H3.1
2	2	The Individual – Conversation, Feelings, Opinions, Attitudes, Preferences	H3.1
3	3	The Changing World/Youth Issues – Conversation	H3.1
4	3	The Changing World/Current Issues – Interview	H3.1, H3.2
5 (a)	1	The Individual/Leisure/Interests – Conversation	H3.1
5 (b)	2	The Individual/Leisure	H3.1
6	3	The Individual/Education	H3.1
7 (a)	1	The Individual/Education & Future Aspirations – Conversation	H3.1
7 (b)	4	The Individual/Education & Future Aspirations – Conversation	H3.1, H3.2
8 (a)	1	The Spanish Speaking Communities/Travel And Tourism – Interview	H3.1
8 (b)	5	The Spanish Speaking Communities/Travel & Tourism – Interview	H3.1, H3.2
<b>Section II — Reading and Responding Part A</b>			
9 (a)	1	The Spanish Speaking Communities/Lifestyle – Narrative Account	H3.1
9 (b)	1	The Spanish Speaking Communities/Lifestyle – Narrative Account	H3.1
9 (c)	3	The Spanish Speaking Communities/Lifestyle – Narrative Account	H3.1
9 (d)	4	The Spanish Speaking Communities/Lifestyle – Narrative Account	H3.1, H3.2
10 (a)	2	The Changing World/Current Issues/Youth Issues – Article	H3.1
10 (b)	2	The Changing World/Current Issues/Youth Issues – Article	H3.1
10 (c)	1	The Changing World/Current Issues/Youth Issues – Article	H3.1
10 (d)	2	The Changing World/Current Issues/Youth Issues – Article	H3.1
10 (e)	4	The Changing World/Current Issues/Youth Issues – Article	H3.1, H3.2
10 (f)	5	The Changing World/Current Issues/Youth Issues – Article	H3.1, H3.2

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
<b>Section II — Reading and Responding Part B</b>			
11	15	Spanish Speaking Communities/ Travel & Tourism – Advertisement	H1.1, H1.2, H1.3, H1.4
<b>Section III — Writing in Spanish</b>			
12 (a)	6	The Individual/Personal Identity – Personal Profile	H2.1, H2.2, H2.3
12 (b)	6	The Individual/Leisure/Interest – Letter Informal	H2.1, H2.2, H2.3
13 (a)	9	The Changing World/The World Of Work – Report	H2.1, H2.2, H2.3
13 (b)	9	The Spanish Speaking Communities/Lifestyles – Script Of Talk	H2.1, H2.2, H2.3



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

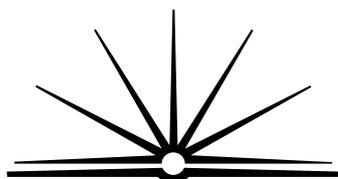
## **2002 HSC Spanish Continuers Marking Guidelines — Oral Examination**

### **Conversation**

*Outcomes assessed: H1.1, H1.2, H1.3, H1.4*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Communicates confidently and fluently with correct intonation and pronunciation</li><li>• Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comment</li><li>• Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li></ul>	17–20
<ul style="list-style-type: none"><li>• Communicates effectively, with some degree of fluency and authenticity</li><li>• Responds with relevant information and a range of relevant opinions and/or comment</li><li>• Responds with a range of vocabulary and structures, but with some minor inaccuracies</li></ul>	13–16
<ul style="list-style-type: none"><li>• Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary</li><li>• Responds with relevant information and opinions</li></ul>	9–12
<ul style="list-style-type: none"><li>• Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors</li><li>• Presents some relevant information, opinions or ideas</li></ul>	5–8
<ul style="list-style-type: none"><li>• Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using anglicisms and English syntax</li></ul>	1–4



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

## **2002 HSC Spanish Continuers Marking Guidelines — Written Examination**

### **Section I — Listening and Responding**

#### **Question 1**

*Outcomes assessed:H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (D)	1

#### **Question 2**

*Outcomes assessed:H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Gives correct phone number AND message	2
• Gives correct phone number OR message	1

**Question 3***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a clear understanding of how Shakira creates songs</li><li>• Provides details from the text</li></ul>	2
<ul style="list-style-type: none"><li>• Demonstrates some understanding of how Shakira creates songs</li></ul> OR <ul style="list-style-type: none"><li>• Provides some detail from the text</li></ul>	1

**Question 4***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a clear understanding of how Pedro indicates his frustration</li><li>• Provides relevant reference to his tone of voice and the language he uses</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates some understanding of how Pedro indicates his frustration</li><li>• Provides relevant details</li></ul>	2
<ul style="list-style-type: none"><li>• Demonstrates limited understanding of how Pedro indicates his frustration</li></ul> OR <ul style="list-style-type: none"><li>• Provides isolated details</li></ul>	1

**Question 5 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• (C)</li></ul>	1

**Question 5 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Clearly identifies the comparison between the two</li></ul>	2
<ul style="list-style-type: none"><li>• Identifies the attitude of one</li></ul>	1

**Question 6***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the uniqueness of Ramon’s idea</li><li>• Supports answer with detailed references to the text</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the uniqueness of Ramon’s idea</li><li>• Supports answer with some references to the text</li></ul>	2
<ul style="list-style-type: none"><li>• Demonstrates limited understanding of the uniqueness of Ramon’s idea</li><li>• Supports answer with isolated references to the text</li></ul>	1

**Question 7 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• (B)</li></ul>	1

**Question 7 (b)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the situation</li><li>• Explains in detail the difficulty Antonio is facing</li><li>• Supports the answer with evidence from the text</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the situation</li><li>• Gives some explanation of the difficulty Antonio is facing</li><li>• Supports the answer with some evidence from the text</li></ul>	2–3
<ul style="list-style-type: none"><li>• Demonstrates limited understanding of the situation</li><li>• Only partially explains the difficulties Antonio is facing</li><li>• Supports the answer with isolated references to the text</li></ul>	1

**Question 8 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies what Eva did in Australia	1

**Question 8 (b)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive ability to analyse and evaluate the language used by Eva to convey the impact of her experiences in Australia • Provides detailed explanation of the references	5
• Demonstrates an understanding of the language used by Eva to convey the impact of her experiences in Australia • Supports the answer with some references from the text • Provides some explanation of the references	3–4
• Cites limited references from the text, with limited explanation	2
• Cites isolated references from the text	1

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (A)	1

#### Question 9 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Correctly identifies relevant information	1

#### Question 9 (c)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a clear understanding of the ways in which <i>mate</i> is drunk in Uruguay</li><li>• Provides details from the text</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the ways in which <i>mate</i> is drunk in Uruguay</li><li>• Provides some details from the text</li></ul>	2
<ul style="list-style-type: none"><li>• Demonstrates limited understanding of the ways in which <i>mate</i> is drunk in Uruguay</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>• Provides isolated details from the text</li></ul>	1

**Question 9 (d)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the significance of <i>mate</i></li><li>• Supports answer with reference to the text</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the significance of <i>mate</i></li><li>• Supports answer with some reference to the text</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the significance of <i>mate</i></li><li>• Cites limited references to the text</li></ul>	2
<ul style="list-style-type: none"><li>• Cites isolated references from the text</li></ul>	1

**Question 10 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides clear explanation of the significance of the ruling of the High Court of Andalucia</li><li>• Provides relevant details from the text</li></ul>	2
<ul style="list-style-type: none"><li>• Shows limited understanding of the significance of the ruling of the High Court of Andalucia</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>• Provides isolated details from the text</li></ul>	1

**Question 10 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates an understanding of the nature of <i>botellones</i></li></ul>	2
<ul style="list-style-type: none"><li>• Identifies one relevant detail from the text</li></ul>	1

**Question 10 (c)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• (D)</li></ul>	1

**Question 10 (d)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Clearly identifies both factors	2
• Identifies one relevant detail from the text	1

**Question 10 (e)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive ability to analyse and evaluate the language used • Supports the answer with appropriate, detailed references to the text	4
• Demonstrates some understanding of how the language is used • Supports the answer with some detailed references from the text	3
• Demonstrates limited understanding of how the language is used • Cites some appropriate references from the text with limited explanation	2
• Cites 1 or 2 isolated references from the text	1

**Question 10 (f)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Supports the answer with relevant detailed references to the text • Explains the degree to which the proposed solution to the issue will not be successful	5
• Supports the answer with relevant references to the text • Describes the proposed solution to the problem	3–4
• Refers to TWO references to the text • Identifies the proposed solution to the problem	2
• Refers to ONE solution to the problem	1

## Section II — Reading and Responding

### Part B

#### Question 11

*Outcomes assessed: H1.1, H1.2, H1.3, H1.4*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Responds to the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</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>• Responds to most of the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</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 information, ideas and/or opinions of the text (includes points)</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words and set formulae to express information</li> </ul>	1–3

### Section III — Writing in Spanish

#### Question 12 (a), 12 (b)

*Outcomes assessed: H2.1, H2.2, H2.3*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Writes descriptively with well-selected information relevant to the demands of the task</li><li>• Demonstrates extensive knowledge and understanding of relevant and appropriate vocabulary, tense, adjectives, adverbs and syntax</li><li>• Manipulates language authentically and creatively to describe</li><li>• Sequences and structures information coherently and effectively</li></ul>	5–6
<ul style="list-style-type: none"><li>• Writes descriptively to meet the general requirements of the task</li><li>• Demonstrates a satisfactory knowledge and understanding of relevant vocabulary, tense, adjectives, adverbs and syntax</li><li>• Sequences and structures information effectively</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the requirements of the task</li><li>• Demonstrates an elementary knowledge and understanding of relevant vocabulary, adjectives and adverbs with evidence of the influence of English syntax and vocabulary</li><li>• Demonstrates limited evidence of the ability to organise information</li></ul>	1–2

### Section III (continued)

#### Question 13 (a), 13 (b)

*Outcomes assessed: H2.1, H2.2, H2.3*

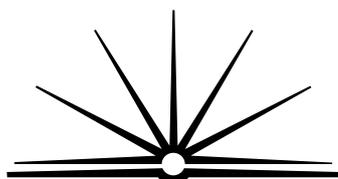
#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax</li> <li>• Manipulates language authentically and creatively to persuade and evaluate</li> <li>• Sequences and structures ideas and information coherently and effectively</li> </ul>	8–9
<ul style="list-style-type: none"> <li>• Demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax</li> <li>• Manipulates language with some degree of authenticity and creativity to persuade, reflect and evaluate</li> <li>• Sequences and structures ideas and information effectively</li> </ul>	6–7
<ul style="list-style-type: none"> <li>• Presents information and a range of ideas and/or opinions in order to persuade and evaluate</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood and syntax</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Presents some information, opinions or ideas relevant to the task</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the requirements of the task</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words, set formulae and anglicisms to express information</li> </ul>	1

# Spanish Extension

## 2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
<b>Oral Examination</b>			
1	5	Tensions in relationships/managing friendships – monologue	H1.1, H1.2
2	5	Searching for identify/self-esteem and the media – monologue	H1.1, H1.2
3	5	Tensions in relationships/generation gap – monologue	H1.1, H1.2
<b>Written Examination</b>			
1 (a)	3	Extract from movie 'Barrio'	H2.1, H2.2, H2.3
1 (b)	3	Extract from movie 'Barrio'	H2.1, H2.3
1 (c)	4	Extract from movie 'Barrio'	H2.1, H2.2, H2.3
1 (d)	6	Extract from movie 'Barrio'	H2.1, H2.2
2	10	Extract from movie 'Barrio' – script	H2.1, H2.3
3	15	Divisions in Society/marginalisation government's formal role in creating unity – letter	H1.1, H1.2
4	15	Searching for identify/conformity and rebellion – script	H1.1, H1.2



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

## **2002 HSC Spanish Extension Marking Guidelines — Oral Examination**

### **Monologue**

#### **Questions 1–3**

*Outcomes assessed: H1.1, H1.2*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Presents and develops a sophisticated, coherent argument</li><li>• Demonstrates breadth and depth in the treatment of relevant ideas and information</li><li>• Communicates confidently and fluently with correct intonation and pronunciation</li><li>• Communicates with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li></ul>	5
<ul style="list-style-type: none"><li>• Presents and develops a coherent argument</li><li>• Demonstrates breadth and some depth in the use of relevant ideas and information</li><li>• Communicates effectively, with some degree of fluency and authenticity</li><li>• Communicates with a range of vocabulary, language structures and complex sentences, but with some inaccuracies of expression or syntax</li></ul>	4
<ul style="list-style-type: none"><li>• Attempts to present and develop a coherent argument</li><li>• Supports the argument with a range of relevant examples</li><li>• Communicates with some degree of fluency, but with repetition and inaccuracies in grammar and vocabulary</li></ul>	3
<ul style="list-style-type: none"><li>• Attempts to present an argument using some relevant information or ideas with limited fluency of presentation</li><li>• Communicates using simple sentences and language structures and a limited vocabulary with pauses and errors</li></ul>	2
<ul style="list-style-type: none"><li>• Communicates some relevant information or ideas with pauses and repetitions</li><li>• Communicates using simple sentences and language structures, set formulae, limited vocabulary with evidence of English syntax and vocabulary</li></ul>	1

## **2002 HSC Spanish Extension Marking Guidelines — Written Examination**

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

#### **Question 1 (a)**

*Outcomes assessed: H2.1, H2.2, H2.3*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a full understanding of the context	3
• Demonstrates some understanding of the context	2
• Provides one correct contextual detail	1

#### **Question 1 (b)**

*Outcomes assessed: H2.1, H2.2, H2.3*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates an understanding of the statement by providing appropriate detail on social issues	2
• Demonstrates limited understanding by providing some detail OR by identifying cultural and/or social issues	1

**Question 1 (c)**

*Outcomes assessed: H2.1, H2.2, H2.3*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates a sophisticated and perceptive analysis of the way in which the language in this scene conveys tensions in Javi's family relationships</li> <li>• Supports answer with relevant detailed references to linguistic features used in the scene</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates breadth of understanding of the way in which the language in this scene conveys tensions in Javi's family relationships</li> <li>• Makes some reference to relevant linguistic features in the scene</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the way in which the language in this scene conveys tensions in Javi's family relationship</li> </ul> OR <ul style="list-style-type: none"> <li>• Makes limited reference to linguistic features in the scene</li> </ul>	1–2

**Question 1 (d)**

*Outcomes assessed: H2.1, H2.2*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Clearly describes the impact achieved by the director in the scenes</li> <li>• Perceptively analyses the techniques used</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Discusses the impact of the scene</li> <li>• Discusses the film techniques that contribute to this</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Mentions the significance of the scene</li> <li>• Mentions a film technique, with little explanation</li> </ul>	2
<ul style="list-style-type: none"> <li>• Mentions the tension that exists in Javi's family</li> </ul>	1

## Section I — Response to Prescribed Text

### Part B

#### Question 2

*Outcomes assessed: H2.1, H2.3*

#### MARKING GUIDELINES

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 3–4

*Outcomes assessed: H1.1, H1.2*

#### MARKING GUIDELINES

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