

**2003 HSC Notes from
the Marking Centre
Spanish**

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2003 NOTES FROM THE EXAMINATION 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 2003 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 2003 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

All candidates attempted this section, some with more confidence and fluency than others. Candidates found the passage to be accessible to all levels, but they experienced difficulties with longer sentences: *¿Estás planeando un viaje a este continente maravilloso en tus próximas vacaciones?* They began with the correct intonation but had difficulties in ending the questions, therefore, sounding flat.

Candidates were confronted with the difficulty of discriminating between the hard *g*, eg: *lugares* and the soft *g*, eg: *elegido* and *gente*. They also found the *j* and the *h* challenging.

Candidates found the word *opciones* difficult as well as *indígena* where the emphasis was on the second syllable. Students had a very good grasp of the 'gui' sound in *piraguismo* especially considering that it was preceded by other challenging words, *paracaidismo* and *alpinismo*.

Section II – Speaking

General Comments

Overall, the examination allowed for all candidates to perform at a wide range of levels. The questions gradually increased in difficulty and this allowed for good discrimination amongst candidates.

Question 2

Students performed well. They all mastered the present tense and had no difficulties with the vocabulary even though many candidates experienced difficulty in according the masculine and feminine gender, eg *este es mi novia*.

Question 3

This question proved more challenging as it presented the past and future tenses. Most candidates found ‘left’, *izquierda* and ‘next’, *próxima*, challenging and some omitted them altogether.

Question 4

For most candidates it proved challenging to choose an appropriate word for ‘formal’ and they used the false cognate *formal*. However, the more capable students were able to find more appropriate words to convey the meaning.

Listening Skills Examination

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 global understanding of a text and not just a translation of aspects of it.

Written Examination

Section I – Reading and Responding

General Comments

Candidates performed fairly well in this section of the examination. Better candidates were able to excel in this section. 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 the question. By simply listing points, a candidate does not effectively demonstrate actual comprehension. Candidates need to think about the information and respond appropriately to questions that require them to demonstrate an understanding of ‘how’. They also need to think clearly about how the question relates to the text.

Specific Comments

Question 1

This question was very well answered by the majority of the candidates. It was a fairly simple and accessible passage, with straightforward vocabulary and structures. Some candidates had difficulty with the word *biblioteca*.

Question 2

Part (a) of this question was generally well answered by the majority of candidates. Quite a few candidates had difficulty with Part (b) of this question because they needed to relate the appeal of this gym to business people, ie good for relaxing, convenient as it was in the middle of the city.

Question 3

Very well answered by most candidates. Part (d) was the most challenging, and not many candidates could answer what was Luis' opinion of the exhibition because they found the expression *garabatos y rayas sin sentido* challenging.

Question 4

This question proved to be the most challenging, and many candidates did not identify the correct answer in the multiple choice question. Part (b) was not well answered because it required candidates to explain what Claudio Rodo found truly magical about 'writing the lyrics and the music at the same time'. Part (c) required a global answer. Candidates need to become more familiar with questions that require them to draw evidence from different parts of the text and present this information in an ordered form. Only very few candidates achieved full marks.

Question 5

This question was generally well answered by most candidates. However, many candidates did not mention the fact that if the holiday were postponed till 'winter', the friends would miss many 'summer' activities.

Section II – Writing

General Comments

Most candidates attempted Question 8, the letter. Some candidates attempted the guided dialogue. Very few candidates attempted Question 7. Candidates made genuine attempts to address the parameters set by each question, but some difficulties were noted.

Specific Comments

Question 6

Many candidates had difficulty in rendering the English cues into appropriate Spanish. They relied heavily on the present tense and were unable to employ the past and the future tenses to complete the dialogue adequately. 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. Many candidates had difficulties expressing in Spanish the words 'complain', 'tidy', and 'rubbish removed'. Candidates are also advised not to copy the answers straight from the cues.

Questions 7

There were very few responses to this question and, of these, several fell well short of the word limit.

Question 8

Most candidates attempted this question, and it was generally well answered. Some candidates did not address the question to ‘state what they have been doing lately’ appropriately, but rather described their family, house, school, subjects, etc. The greater flexibility afforded to candidates in this question produced responses with a wider range of vocabulary and grammatical items. However, many candidates struggled with grammatical structures, spelling and syntax. The correct use of verb forms and gender and number agreements were often sources of difficulty. Candidates are reminded that correct letter-writing conventions for Spanish must also be followed in this section.

Continuers

Oral Examination

General Comments

In general candidates performed reasonably well. The majority communicated effectively, displaying both fluency and confidence. In general, responses related well to the questions asked.

For example:

- *¿Cuáles son tus ambiciones?*
- *Me gustaría obtener la licenciatura en filosofía.*
- *¿Qué te gustaría estudiar?*
- *Me gustaría estudiar algo relacionado con convenios internacionales.*

Many candidates demonstrated depth of treatment by elaborating on some of their responses. They sustained the conversation through the oral examination. Only a small number did not demonstrate a basic level of communication, due to their lack of comprehension and limited vocabulary.

Many candidates continue to use a wide range of Anglicisms and ‘Spanglish’ when listing their interests such as school subjects, career choices, and past times. This can be avoided.

Also a small number of candidates had problems with syntax, especially word order.

Written Examination

Section I – Listening and Responding

General Comments

Overall, candidates' responses provided much detailed information but in some cases candidates were unfortunately not sufficiently selective in the information they included in their answers. The majority of the candidates made plausible attempts at answering all questions in this section but difficulties were experienced in:

- providing complete, logical and well-sequenced explanations
- identifying critical information.

Specific Comments

Question 2

Most candidates answered well. Some described Cristina rather than identifying her interest and other candidates generalised stating that she was looking for someone with a similar interest, rather than identifying her interests specifically (decorating/travelling).

Question 3

- (a) Candidates often provided only part of an answer, 'student'. They did not make clear the type of person, and found it challenging to think beyond their own environment.
- (b) Some candidates did not identify all key features. Many mentioned that it was free and provided professional advice but did not mention that it was open all weekend.

Question 4

- (a) Some candidates did not identify all the elements or sequence the events as they occurred and tended to provide a global explanation. The word *sotano* proved challenging and many candidates were unable to link it to 'shelter' or 'protection'.

Question 5

- (a) Many candidates answered the question in terms of 'what' instead of 'where', providing the answer of 'a Russian peninsula' rather than just 'Russia'. However, the former answer was also accepted.

Question 6

- (b) The majority of candidates correctly identified all the tasks but did not prioritise them as required by the question. A smaller number of candidates listed tasks that were attributed to Manolo.

Candidates are reminded to read the instructions for each question carefully. This is especially the case when candidates are required to answer in Spanish.

Question 7

- (a) Many candidates found this question challenging.
- (b) This question required candidates to analyse the language techniques that Marcelo used to build an image of the car of his dreams. Candidates needed to support their answer with evidence from the conversation. Stronger responses correctly identified such techniques as descriptive, emotive and persuasive language and referred to specific examples.

Section II – Reading and Responding

Part A

Question 8

- (a) While the question required factual information, many candidates replied only with a generalisation, ignoring the specific detail.
- (b) While the majority of the candidates identified the most obvious feature (a multicultural society) they found it challenging to provide a comprehensive explanation.
- (c) This question required candidates to identify the actions taken by Susana and to demonstrate how these actions bridged the gap. Stronger responses included a clear and precise explanation.
- (d) Most candidates found this multiple-choice question very challenging.

Question 9

- (a) Most candidates assumed that the answer to this question was in the first paragraph and therefore did not provide a comprehensive response. Many misinterpreted the reference to the newspaper article and provided a literal translation of paragraph one.
- (b) Many candidates retold the grandparents' experience without drawing a definitive conclusion. Poorer responses simply restated the content of the speech. Candidates need to be more versed on the techniques required to answer a 'how' question appropriately.
- (c) Stronger candidates provided a very detailed analysis of the language techniques used by the writers to convey their passion.
- (d) This question required students to draw a conclusion based on the evidence from both texts. The responses of stronger candidates demonstrated an ability to analyse the opinions from both texts perceptively, to make a decision on whether Australia is a more tolerant society, and to express themselves in an articulate manner. Weaker candidates were able to give a lot of information or identify isolated points of view, but they were unable to explain their relevance or synthesise these into a coherent response.

Part B

Question 10

Overall the majority of candidates responded competently to the question. They were able to demonstrate this by writing in the correct text type of a web letter, addressing the issue that was presented: Santi was having problems with his parents because they were enforcing strict rules upon him. Candidates also made specific references to the details that were mentioned in the letter from Santi. However, many candidates did not make specific reference to any details from the letter such as ‘visits to grandparents’, unable to watch television and listen to music, the 11pm curfew and most importantly the point about Santi’s life being ‘destroyed’. These candidates approached the question from a far too general angle. From a language perspective, there were a number of inaccuracies such as spelling errors and the use of the letter *h*, confusion as to when to use *h*, *j* or *g* and incorrect use of *v* and *b*. Grammatical errors included the misuse of the past tense, eg *no quiren que salgo* instead of *no querian que saliese*. The majority used the familiar register appropriately.

Candidates are reminded to comply with the word limit in order not to disadvantage themselves in the task. Over-long responses often accumulate errors and lack structure.

Section III – Writing in Spanish

General Comments

Most candidates met the requirements of the tasks in this section well. They satisfactorily addressed the parameters set by the question of their choice. The writing of stronger candidates was at times brilliant, interesting in content, rich in vocabulary and nearly faultless 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.

Specific Comments

Question 11

- (a) A minority of the candidature attempted this question but the quality of the answers was good. Candidates easily identified the text type (a speech) required to answer the question appropriately and were able to write at length about a family celebration.
- (b) This question was attempted by the majority of the candidature. It required candidates to ‘write your cousin a note...’. This has to be read in the light of the requirement to write about 100-150 words.

Question 12

- (a) Very few candidates chose to answer this question. While the grammar and spelling of those who did was of a good level, the subject matter and the ideas of those candidates attempting this question fell short of good, complete responses. Most wrote about how good it would be to be together but made little mention of the forest regeneration project.

- (b) This question was the more popular choice. For the most part, the conventions of writing in a diary or ‘memory’ book were observed, but many candidates still omitted things such as the date, or neglected to sign the note.

Extension

Oral Examination

General Comments

Almost all the candidates understood the questions and most of them spoke for two minutes on each of their chosen topics. The more competent candidates presented a well-structured argument, starting with a general statement followed by appropriate examples to support the argument, linking and connecting ideas with appropriate language devices. These candidates not only showed control of the discussion genre, but also high linguistic competency that enabled them to argue their points of view.

The majority of candidates presented reasonable arguments, supporting their ideas with concrete examples, demonstrating clarity of expression and a degree of accuracy and variety in their lexicons. Less able candidates were not able to support their arguments and repeated similar ideas, using pauses and fillers to continue and extend their speech. Candidates of this level used examples based on personal experience or from the film *Barrio*, retelling lengthy scenes from it. They utilised rhetorical questions to establish an internal conversation in their presentations as a linguistic tool to explain their ideas.

There was evidence of the influence of English in expressions such as *los individuales*, *las marcas*, *la media*, *los relativos*, *los morales*, *la topica*, *un maid* and *tienen buen tiempo con amigos*. This is to be avoided.

Specific Comments

Question 1

The majority of candidates interpreted and presented a negative judgment about ‘Show me who your friends are and I’ll tell you who you are’ and linked the statement with anti-social behaviour or lack of values in both their friends and themselves. Additionally, candidates tended to connect it with the personal appearance of their friends. A small number disagreed with the statement, supporting their argument with concrete examples. The majority of candidates used the film *Barrio* and personal experience to illustrate their point of view. The question was extremely popular.

Question 2

All the candidates who attempted this question agreed with the statement. They expressed the view that prejudice in society is unacceptable. However, they understood that it is endemic in our society as a whole and it is reinforced through the media and social values. Generalisations are made by people in our society, about subgroups within society, or different races, cultures and religions. The more able candidates discussed these issues while the less able ones reasoned more from personal experience. When arguing a point of view it is

necessary to go beyond personal experience or at least to relate one's personal experience to a wider experience from other sources of information.

Question 3

The majority of responses to this question focused on long hours of work, lack of time with the family and the need to earn more money. Strong candidates connected these issues with domestic violence and lack of communication between family members. They flagged Australian society as being materialistic and one that only encourages people to produce money in order to achieve personal goals. Less competent candidates again used personal examples to respond to this question by repeating the same arguments, creating a monotonous circle that lessened the value and quality of their responses.

This question was the least popular.

Written Examination

Section I – Response to a Prescribed Text

General Comments

The majority of the students demonstrated a comprehensive understanding of the prescribed text. However, the quality of the answers in general was of an average standard for an extension level. The most able students wrote coherently and perceptively about the prescribed text. Less able students found it very difficult to answer the questions. They resorted to explaining or retelling the film.

Specific Comments

Question 1 (a)

This question proved very challenging to the majority of the students. Many candidates described the scene and did not answer the question. Candidates needed to relate the three friends' silence to what has occurred previously, for example Javi's parents' recent separation and its consequences.

Question 1 (b)

In this question, the most able candidates referred to language and non-verbal language. They related these references to the scene with great accuracy and efficacy. However, the less able candidates identified language features and mentioned film techniques without linking this to the creation of tension.

Question 1 (c)

Most students provided a relevant account of Scene B. This was demonstrated by the candidates' sound knowledge of film techniques. Most of them were also able to apply this knowledge and link it to the violence of the scene. For example, they mentioned the absence of background music which was used to emphasise the violent body search performed by the policemen.

Question 1 (d)

This question proved to be the most challenging one. Many candidates did not demonstrate a perceptive understanding of how Rai's character developed in the three scenes. Most retold parts of the film or discussed Rai's character in general terms. Other students referred to the unusual lack of leadership shown by Rai in these scenes and how this affected the group dynamics.

The best responses established and explored the critical relationship between the three scenes and the development of Rai's character, and showed how the director used a range of techniques to achieve this.

Question 2

Most candidates had a fair to excellent knowledge of the prescribed text. Some students however found it challenging to address themselves to the requirements of the task. They limited themselves to describing what had occurred without exploring in the script the context, purpose and audience.

Many students could not demonstrate the flair and/or originality required in this task. There were many spelling errors, grammar mistakes and 'Spanglish'.

Question 3

This question produced the best overall attempts by candidates. They were able to identify with the context, but responses occasionally were limited by poor expression and structure. The majority of candidates exceeded the recommended length of the task (300 words). For both writing tasks teachers and students are reminded that over-long responses by no means equate with additional marks and can lead to the accumulation of errors and a lack of coherence and structure. Students may have been better served using this time to read earlier questions more carefully and to frame a more coherent response to these questions.

Question 4

Only a few candidates addressed this question. The scope of the question allowed students to explore and develop their ideas about social issues. Students demonstrated awareness, maturity and a sense of fairness.

Some candidates were unable to address the issues with clarity and precision.

Stronger candidates were able to provide examples and express themselves in a clear and concise manner. Weaker candidates were hindered by language interference, gender and number agreement and spelling.

Spanish Beginners

2003 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Speaking Skills Examination			
Section I — Oral Reading			
1	5	Holidays and Travel	H2.4
Speaking Skills Examination			
Section II — Speaking			
2	3	Encounters, meetings and presentations	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	5	Making arrangements	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
5	7	Shopping	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
Listening Skills Examination			
1	1	School activities — speech	H3.1
2	1	Holiday and travel — advertisement	H3.1
3 (a)	1	Shopping — message	H3.1
3 (b)	2	Shopping — message	H3.1
4	3	Health — news item	H3.1
5 (a)	1	Home and daily routine — conversation	H3.1
5 (b)	3	Home and daily routine — conversation	H3.1
6 (a)	1	At the airport — conversation	H3.1
6 (b)	3	At the airport — conversation	H3.1
7 (a)	1	Eating at restaurants — interview	H3.1
7 (b)	3	Eating at restaurants — interview	H3.1
8	1	Making arrangement — announcement	H3.1
9 (a)	1	School activities — speech	H3.1
9 (b)	3	School activities — speech	H3.1
10 (a)	1	Leisure activities — dialogue	H3.1
10 (b)	4	Leisure activities — dialogue	H3.1

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Written Examination			
Section I — Reading Skills			
1 (a)	1	Making arrangements — note	H3.1
1 (b)	2	Making arrangements — note	H3.1
2 (a)	1	Health — advertisement	H3.1
2 (b)	3	Health — advertisement	H3.1
3 (a)	1	Leisure Activities — diary entry	H3.1
3 (b)	1	Leisure Activities — diary entry	H3.1
3 (c)	1	Leisure Activities — diary entry	H3.1
3 (d)	3	Leisure Activities — diary entry	H3.1
4 (a)	1	Encounter, meetings precautions — magazine Interview	H3.1
4 (b)	2	Encounter, meetings precautions — magazine interview	H3.1
4 (c)	4	Encounter, meetings precautions — magazine Interview	H3.1
5 (a)	2	Encounter, meetings precautions — magazine Interview	H3.1
5 (b)	3	Holiday and travel — two related emails	H3.1
5 (c)	5	Holiday and travel — two related emails	H3.1
Written Examination			
Section II — Writing Skills			
6	20	Home and daily routines — guided dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
7	20	Encounters, meetings and presentations — free dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
8	20	Encounters, meetings and presentations — informal letter	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

Spanish Continuers

2003 HSC Examination Mapping Grid

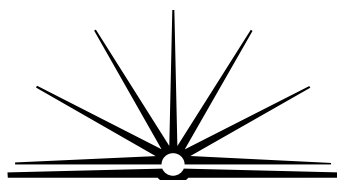
Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Oral Examination			
	20	Conversation — Covering Student's Personal World	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
Written Examination			
Section I — Listening and Responding			
1	1	Lifestyles — announcement	H3.1
2	2	Feelings, opinions, attitudes, preferences — dialogue	H3.1, H3.2
3 (a)	1	Education and future aspirations — advertisement	H3.1
3 (b)	2	Education and future aspirations — advertisement	H3.1, H3.2
4 (a)	1	Travel and tourism — interview	H3.1
4 (b)	3	Travel and tourism — interview	H3.1, H3.2
5 (a)	1	Leisure and interests — news item	H3.1
5 (b)	3	Leisure and interests — news item	H3.1, H3.2
6 (a)	1	Personal identity — message	H3.1, H3.2
6 (b)	3	Personal identity — message	H3.2
7 (a)	2	Personal identity — conversation	H3.1
7 (b)	5	Personal identity — conversation	H3.2
Written Examination			
Section II — Reading and Responding			
Part A			
8 (a)	2	Current issues — speech	H3.1
8 (b)	2	Current issues — speech	H3.1
8 (c)	4	Current issues — speech	H3.1
8 (d)	1	Current issues — speech	H3.1, H3.2
9 (a)	3	Current issues — news item	H3.1
9 (b)	4	Current issues — news item	H3.1, H3.2
9 (c)	4	Current issues — news item	H3.1, H3.2
9 (d)	5	Current issues — news item	H3.1, H3.2

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Written Examination Section II — Reading and Responding Part B			
10	15	Youth issues — email	H1.2, H1.3, H2.1, H2.3, H3.1
Written Examination Section III — Writing in Spanish			
11 (a)	6	Lifestyles — speech	H2.1, H2.2, H2.3
11 (b)	6	World of work — note/message	H2.1, H2.2, H2.3
12 (a)	9	Youth issues — email	H2.1, H2.2, H2.3
12 (b)	9	World of work — diary entry	H2.1, H2.2, H2.3

Spanish Extension

2003 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Oral Examination			
1	5	Searching for identity – monologue	H1.1, H1.2
2	5	Divisions in society – monologue	H1.1, H1.2
3	5	Tensions in relationships – monologue	H1.1, H1.2
Written Examination			
Section I — Response to Prescribed Text			
Part A			
1 (a)	2	<i>Barrio</i>	H2.1
1 (b)	4	<i>Barrio</i>	H2.1, H2.2
1 (c)	4	<i>Barrio</i>	H2.1, H2.2
1 (d)	5	<i>Barrio</i>	H2.1, H2.2
Written Examination			
Section I — Response to Prescribed Text			
Part B			
2	10	<i>Barrio</i> – narrative account	H2.1
Written Examination			
Section II — Writing in Spanish			
3	15	Tensions in relationships – article	H1.1, H1.2
4	15	Divisions in society – letter to editor (formal)	H1.1, H1.2



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

2003 HSC Spanish Beginners Marking Guidelines — Listening Skills

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (A)	1

Question 3 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Complete the website address accurately	1

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

Criteria	Marks
• Identifies correctly the two elements	2
• Identifies correctly one element	1

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

Criteria	Marks
• Demonstrates a good understanding of the text and identifies relevant details	3
• Demonstrates some understanding of the text and identifies some relevant details	2
• Identifies isolated details	1

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

Criteria	Marks
• Correctly identifies the topic of the discussion	1

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

Criteria	Marks
• Demonstrates a thorough understanding of text by providing most relevant details	3
• Demonstrate some understanding of the text	2
• Identifies isolated details	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• Demonstrates thorough understanding of the text by providing most relevant details	3
• Demonstrates some understanding of the text	2
• Identifies some isolated details	1

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

Criteria	Marks
• Identifies the line of work	1

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

Criteria	Marks
• Demonstrates a thorough understanding of the text by providing most relevant details	3
• Demonstrates some understanding of the text with some detail	2
• Identifies some relevant information	1

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

Criteria	Marks
• (B)	1

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

Criteria	Marks
• (C)	1

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

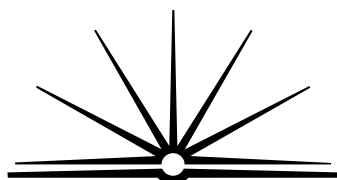
Criteria	Marks
• Demonstrates a thorough understanding of the text by providing most relevant details	3
• Identifies some of the text with some detail	2
• Identifies some relevant information	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• Demonstrates a thorough understanding of the different personalities of both characters	4
• Demonstrates some understanding of the personalities of both characters and provides relevant details	2–3
• Identifies one difference in their personalities	1



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

2003 HSC Spanish Beginners Marking Guidelines — Written Examination

Section I — Reading Skills

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the reason	1

Question 1 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies both tasks	2
• Demonstrates some understanding of the tasks	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the reasons why business people find membership attractive	3
• Demonstrates some understanding of the reasons why business people find membership attractive	2
• Provides some relevant detail	1

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

Criteria	Marks
• (B)	1

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

Criteria	Marks
• (C)	1

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

Criteria	Marks
• Identifies the best thing about the restaurant	1

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

Criteria	Marks
• Demonstrates a thorough understanding of both attitudes	3
• Demonstrates some understanding of both attitudes	2
• Identifies some relevant detail	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• Demonstrates a thorough understanding of the text and provides details	2
• Demonstrates some understanding of the text and provides isolated details	1

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

Criteria	Marks
• Demonstrates a thorough understanding of the evidence with some relevant detail • Provides a detailed explanation	4
• Demonstrates some understanding of the evidence • Provides an explanation that includes some relevant details	2–3
• Identifies some relevant detail	1

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

Criteria	Marks
• Demonstrates a good understanding of the proposal	2
• Demonstrates some understanding of the proposal	1

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

Criteria	Marks
• Demonstrates a good understanding of her plan to save money	3
• Demonstrates some understanding of her plan to save money	2
• Identifies some relevant detail	1

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

Criteria	Marks
• Demonstrates a good understanding of why she is upset	5
• Demonstrates some understanding of why she is upset	3–4
• Identifies some relevant detail	1–2

Section II — Writing Skills

Question 6

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

MARKING GUIDELINES

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

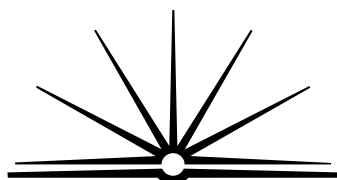
Section II (continued)

Questions 7–8

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

MARKING GUIDELINES

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



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

2003 HSC Spanish Continuers Marking Guidelines — Written Examinations

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• B	1

Question 2

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed description	2
• Identifies a single relevant interest	1

Question 3 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies one type of person who would be interested in attending the event	1

Question 3 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed explanation of the reasons why people would be encouraged	2
• Provides one reason	1

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

Criteria	Marks
• D	1

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

Criteria	Marks
• Provides a detailed explanation	3
• Provides a limited explanation with some evidence	2
• Provides an unsupported reason	1

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

Criteria	Marks
• Correctly identifies location/area	1

Question 5 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed explanation	3
• Provides a limited explanation with some evidence	2
• Provides an unsupported reason	1

Question 6 (a)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• B	1

Question 6 (b)*Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
• Lists in priority order in comprehensible Spanish the tasks Manolo has to do for his mother	3
• Demonstrates an understanding of all the tasks Manolo has to do and expresses these in comprehensible Spanish	2
• Correctly identifies at least TWO tasks but not necessarily in correct order and expresses these in comprehensible Spanish	1

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

Criteria	Marks
• Identifies BOTH features	2
• Identifies an isolated feature	1

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

Criteria	Marks
• Demonstrates a perceptive ability to analyse and evaluate the way in which Marcelo successfully draws Liliana into his imagination • Supports response with evidence	5
• Demonstrates an understanding of the way in which Marcelo successfully draws Liliana into his imagination • Supports response with some evidence	3–4
• Cites limited references from the text with limited explanation	1–2

Section II — Reading and Responding

Part A

Question 8 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides a well-supported explanation	2
• Identifies a single way in which children were discriminated against	1

Question 8 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides a well-supported explanation	2
• Gives ONE isolated reason	1

Question 8 (c)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides a perceptive response identifying most relevant information	4
• Provides some explanation with some detail	2–3
• Give ONE isolated reason	1

Question 8 (d)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• C	1

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

Criteria	Marks
• Provides a clear description of the features	3
• Identifies some relevant information	1–2

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the writer's reasons with some relevant detail	4
• Demonstrates some understanding with some relevant detail	2–3
• Demonstrates a limited understanding	1

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

Criteria	Marks
• Provides a clear and well-supported explanation	4
• Presents several techniques with some explanation and some evidence from the text	2–3
• Identifies an isolated way the speech writer conveys her passion	1

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

Criteria	Marks
• Demonstrates a perceptive ability to analyse and evaluate information from BOTH texts. Explains in detail	5
• Demonstrates an understanding of the arguments from BOTH texts. Provides a limited explanation with limited evidence	3–4
• Attempts to explain their response to the question	1–2
• Includes isolated references without linking them	

Section II — Reading and Responding

Part B

Question 10

Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Responds to the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text • Demonstrates extensive knowledge and understanding of vocabulary and sentence structures • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	13–15
<ul style="list-style-type: none"> • Responds to most of the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions • Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	10–12
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text (includes points) • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	7–9
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	4–6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words and set formulae to express information 	1–3

Section III — Writing in Spanish

Question 11

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

MARKING GUIDELINES

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

Section III (continued)

Question 12

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

MARKING GUIDELINES

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

2003 HSC Spanish Extension Marking Guidelines — Written Examination

Section I — Response to Prescribed Text Part A

Question 1 (a)

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates an understanding of the link between what has happened and its consequences	2
• Demonstrates an understanding of what has happened	1

Question 1 (b)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Clearly identifies evidence of tension • Makes specific reference to relevant language features • Explains in detail the relationship between tensions and language features	4
• Identifies evidence of tension • Makes reference to relevant language features • Explains the relationship between tensions and language features	2–3
• Identifies isolated language features	1

Question 1 (c)*Outcomes assessed: H2.1, H2.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed account of the scene• Makes specific reference to relevant film techniques• Explains in detail the relationship between violence and film techniques	4
<ul style="list-style-type: none">• Provides an account of the scene• Makes reference to some relevant film techniques• Explains the relationship between violence and film techniques	2–3
<ul style="list-style-type: none">• Demonstrates very limited understanding of the link between violence and the film techniques used• Makes reference to the relevant film techniques	1

Question 1 (d)*Outcomes assessed: H2.1, H2.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of how Rai's character is developed.• Supports response with specific, detailed references• Explains in detail the relationship between Rai's character development and the evidence from the three scenes	5
<ul style="list-style-type: none">• Demonstrates a good understanding of how Rai's character is developed• Supports response with some appropriate references• Explains the relationship between Rai's character development and the evidence from the three scenes	3–4
<ul style="list-style-type: none">• Demonstrates a basic understanding of how Rai's character develops• Provides at least 1–2 relevant references but with limited, if any, comment	1–2

Section I — Response to Prescribed Text

Part B

Question 2

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive and sensitive understanding of the prescribed text• 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 the prescribed text• 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 the prescribed text• 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 the prescribed text• 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 the prescribed text• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures	1–2

Section II — Writing in Spanish

Questions 3 and 4

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

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