

BOARD OF STUDIES  
NEW SOUTH WALES

# 2008 HSC Specimen Examination Package

**Spanish Beginners**

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## Spanish Beginners

### ***Introduction***

This package contains:

- a specimen examination paper for the 2008 Higher School Certificate written examination in Spanish Beginners (including a transcript of the Section I Listening texts);
- a mapping grid, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands;
- sample marking guidelines for questions in Sections I, II and III;
- the marking guidelines for the oral examination;
- the performance band descriptions for Spanish Beginners, which have been modified to reflect the changes in the revised syllabus.

The HSC examination in Spanish Beginners consists of a written paper worth 80 marks and an oral examination worth 20 marks. The oral examination is a general conversation between the candidate and an examiner, in which they discuss the candidate's personal world as it relates to the prescribed topics in the syllabus. The marking guidelines for the oral examination are also published on the Board's website at [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/).

This specimen paper has been produced in accordance with the Board's *Principles for Setting HSC Examinations in a Standards-Referenced Framework*, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 1999), which is available on the Board's website at <http://www.boardofstudies.nsw.edu.au/bulletins/index.html>. Questions are closely related to the outcomes of the course, and the papers as a whole are structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The paper has been designed so that students have a clear understanding of what they are required to do in each question, and in working through the paper. Where key words such as 'discuss', 'analyse', and 'explain', appear in questions, they have been used consistently in accordance with the Board's Glossary of Key Words (available on the Board's website at [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/)).

This specimen paper is one example of the type of examination that could be prepared within the examination specifications in the revised Spanish Beginners syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2008 and subsequent years may differ from those addressed in the specimen paper. In subsequent examinations, the style and structure of the questions may differ from those in this specimen paper. As a suite, the specimen papers for all the Beginners courses indicate a range of possible variations in terms of structure and question style.

The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and outcomes, and allows the full range students the opportunity to demonstrate their level of achievement.

Marking guidelines are developed at the same time as the examination questions, and show the criteria to be applied to the responses to questions, together with the marks to be awarded in line with the quality of the responses. Where appropriate, a sample answer is provided. The sample answer is one example of the type of response that would be sufficient to gain full marks, and is included as an indication of the scope and depth required. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks. Marking guidelines may require some refinement at the marking centre to take account of unanticipated responses that students may present. In many cases, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

There are a number of points to note in considering the Spanish Beginners specimen paper:

- The Spanish Beginners specimen paper is one of eight Beginners specimen papers. The syllabuses share a common structure, and the examination specifications are essentially the same for all eight syllabuses. The specimen examinations were developed together as a suite, so that some identical or similar items appear in a number of the specimen papers. This will not be the case for the HSC examinations. A number of the items in the papers have been sourced from recent Beginners HSC examinations, which reflects the similarities between the revised courses and the courses they replaced.
- The format of the specimen paper follows the new examination specifications. The examination specifications allow variation in a number of aspects of the examination, such as the number of listening texts in Section I and the word limits for the two writing tasks in Section III. The eight Beginners specimen papers, as a suite, reflect a range of possible examinations. These aspects of HSC examination papers in 2008 and subsequent years may differ from the specimen paper.
- Rubrics indicating general criteria for judging performance for extended response questions have been placed at the beginning of Parts A and B of Section III, to indicate the criteria that will be used to assess responses to the question(s). These criteria are in addition to criteria specific to each question.
- Sample marking guidelines are included for one short-answer question from each of Section I – Listening and Section II – Reading, as well as for the three writing tasks in Section III. An indication of the range of marking guidelines for short-answer questions can be gained by considering the sample Section I and Section II marking guidelines from across the suite of Beginners specimen papers.

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Centre Number

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Student Number

**2008**  
**HIGHER SCHOOL CERTIFICATE**  
**SPECIMEN EXAMINATION**

# Spanish Beginners

## General Instructions

- Reading time – 10 minutes
- Working time – 2 hours and 30 minutes
- Write using black or blue pen
- Monolingual and/or bilingual print dictionaries may be used
- Write your Centre Number and Student Number at the top of this page and pages 9 and 17

**Total marks – 80**

**Section I** Pages 2–6

**30 marks**

- Attempt Questions 1–11
- This section should take approximately 40 minutes

**Section II** Pages 9–15

**30 marks**

- Attempt Questions 12–15
- Allow about 1 hour for this section

**Section III** Pages 17–20

**20 marks**

This section has two parts, Part A and Part B

- Allow about 50 minutes for this section

Part A – 10 marks

- Attempt Questions 16–17

Part B – 10 marks

- Attempt Question 18

## Section I — Listening

30 marks

Attempt Questions 1–11

This section should take approximately 40 minutes

You will hear ELEVEN texts. Each text will be read twice. The question for each text will be read once before the first reading of the text. There will be a pause after the first reading in which you may make notes. However, you may make notes at any time. You will be given adequate time after the second reading to complete your answer. Answer the questions in ENGLISH in the spaces provided. In the case of multiple-choice questions, tick the box that corresponds to the correct response. You may proceed to Section II as soon as you have finished Question 11.

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	Marks	Candidate's Notes
<b>Question 1</b> (1 mark)		
Where does this conversation take place?	<b>1</b>	
(A) In an office	<input type="checkbox"/>	
(B) At the hairdresser's	<input type="checkbox"/>	
(C) In a department store	<input type="checkbox"/>	
(D) In a doctor's surgery	<input type="checkbox"/>	
<b>Question 2</b> (1 mark)		
What type of text is this?	<b>1</b>	
(A) A speech	<input type="checkbox"/>	
(B) A news item	<input type="checkbox"/>	
(C) An advertisement	<input type="checkbox"/>	
(D) A phone message	<input type="checkbox"/>	

	Marks	Candidate's Notes
<b>Question 3</b> (2 marks)		
Who would be most likely to respond to this advertisement?	2	
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<b>Question 4</b> (2 marks)		
Why is the teacher NOT happy with the student?	2	
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<b>Question 5</b> (3 marks)		
(a) What is the customer offered?	1	
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(b) Why does the customer finally decide to stay at the Hotel San Miguel?	2	
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**Question 6** (3 marks)

**Marks**

**Candidate's  
Notes**

How does Cristina complete her sport choice form?

**3**

<b>School Sport Choice</b>	
Tick your sport choice. In the remaining boxes state why you have NOT chosen the other sports.	
<b>Name</b>	
<i>Cristina Thomsen</i>	
<b>Sport</b>	<i>Please complete ALL boxes</i>
Basketball	✓
Volleyball	
Bowling	
Dance	

**Question 7** (3 marks)

Complete the message that Marisol writes, giving details of the restaurant.

3

*Carmela, Nico rang to* .....

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**Question 8** (3 marks)

Explain Pedro's reaction to his mother's suggestion.

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**Question 9** (3 marks)

Why does the tourist take the man's advice?

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**Question 10** (4 marks) **Marks** **Candidate's Notes**

(a) Why does Olivia ring Antonio? **1**

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(b) What has Antonio misunderstood? **3**

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**Question 11** (5 marks)

How do the two speakers choose between Lola and Ricardo for school captain? Support your answer with evidence from the text. **5**

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**You may now proceed to Section II**

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Centre Number

Section II — Reading

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Student Number

30 marks

Attempt Questions 12–15

Allow about 1 hour for this section

Read the texts, then answer the questions in ENGLISH in the spaces provided.

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Marks

Question 12 (4 marks)

Read the text, then answer the questions that follow.

**TRABAJA EN UN CENTRO TURÍSTICO DE ESQUÍ  
¡PRACTICA EL ESQUÍ GRATIS EN TUS DÍAS LIBRES!**

Hay muchos trabajos para jóvenes en los centros turísticos de esquí como conductores de autobuses, personal de servicio, cocineros, personas para cuidar de niños y, por supuesto, instructores. Se requiere experiencia previa para algunos de estos trabajos. Muchos de estos puestos son muy competitivos. Tendrás que tener la capacidad de trabajar por las noches hasta tarde y también cuando haga frío.

Te ofrecemos ropa y vivienda gratis, y tu paga el fin de semana será doble.

(a) Why are some jobs in ski resorts difficult to get? 2

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(b) What are the benefits offered? 2

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**Question 13** (6 marks)

Read the text, then answer the questions that follow.

Madrid  
25 de diciembre

Querida clase de español:

Como sabéis llevo apenas unas semanas desde que llegué a España. Es increíble pero en tan poco tiempo mi español ha mejorado mucho porque ahora puedo entender los anuncios en la estación de trenes. Sé que tengo mucho que aprender, pero ya es algo.

Ayer estaba feliz porque era el 24 de diciembre y tenía la oportunidad de comprar regalos a mi familia española para expresar mi agradecimiento, así que compré regalos para todos – una bufanda de seda para la madre de la familia, una carpeta de cuero para el padre y DVDs para mis nuevos hermanos y hermanas. También había traído conmigo algunos calendarios y diarios de Australia.

Hoy por la mañana, me levanté muy contenta y bajé las escaleras con gran entusiasmo para dar y abrir los regalos. Me sorprendí al no ver a nadie, todos en la casa estaban durmiendo. Pasé una mañana fatal pensando que yo no les importaba. Tenía mucha nostalgia y quería estar con mi familia y mis amigos. La Navidad es una fecha para estar con la familia y yo estoy aquí tan lejos. Cuando mis padres españoles se levantaron y me vieron triste, me explicaron que en España los regalos se dan para el Día de Reyes que es el 6 de enero y no para la Navidad. Me alegró mucho saber que era un malentendido y sólo quiero que el 6 de enero llegue pronto.

Un abrazo para todos en la clase

Natasha

**Question 13 continues on page 11**

Question 13 (continued)

(a) Why is Natasha feeling positive about her ability in Spanish? **1**

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(b) Why did she go shopping on Christmas Eve? **2**

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(c) Explain the changes in Natasha’s emotions during Christmas morning. **3**

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**End of Question 13**

**Question 14** (9 marks)

Read the text, then answer the questions that follow.

**UN PEQUEÑO MILAGRO**

Tres años atrás el doctor Muñoz regresó a un pequeño pueblo en el campo. Quería pasar sus vacaciones allí después de haber trabajado duro todo el año.

El doctor también quería compartir con su esposa gratos recuerdos de su juventud, mostrándole el pueblito que él había visitado cuando tenía 18 años. Lo que más le gustaba de esa experiencia inolvidable, era la sinceridad y el espíritu de la gente, la variedad de las comidas, y especialmente la bondad de la familia López.

Pero al llegar, descubrió que el hijo de la familia López, de dos años de edad, era sordo. Desde que había nacido, vivía en un mundo de silencio, destrozando así las ilusiones de su familia que querían que fuese abogado como su padre.

El doctor, un especialista de oído, rápidamente consoló a los padres diciéndoles que había una cura nueva. Dos años después, tras dos operaciones en la ciudad, el pequeño niño escuchó la voz de su madre por primera vez. Hoy ya puede apreciar la música, comprende el español y el milagro mayor – habla. ¡Un doctor de vacaciones en el campo logró cambiar por completo la vida de este niño!

**Question 14 continues on page 13**

Question 14 (continued)

(a) Why did the doctor take his wife to the country town? 1

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(b) Why was this town special to him? 2

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(c) How had circumstances changed in his friends' family? 2

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(d) Explain the significance of the title. 4






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**End of Question 14**

**Question 15** (11 marks)

Read the text, then answer the questions that follow.

 <b>New</b> ▾	 <b>Reply</b>	 <b>Reply All</b>	 <b>Forward</b>	 <b>Send &amp; Receive</b>
<b>To:</b>	<input type="text" value="hotel.com"/>			
<b>Cc:</b>	<input type="text"/>			
<b>Subject:</b>	<input type="text"/>			
<p>A Paco, encargado del Albergue Juvenil "Los Pajaritos"</p> <p>Recientemente, hemos estado en tu Albergue Juvenil del 4 al 6 de enero. Los empleados fueron muy amables y las habitaciones estaban siempre muy limpias y ordenadas. Pudimos hacer las reservaciones por internet, que fue fácil. Nos gustó mucho el desayuno, y agradecemos los consejos útiles que nos dieron para hacer turismo.</p> <p>Sin embargo, estamos un poco desilusionados con algunas cosas, y nos gustaría reclamar el costo de la estancia por una noche. Pedimos una habitación para dos con vista al río, pero la que nos dieron estaba enfrente de otro edificio. Además, el ascensor no funcionaba, y tuvimos que subir nuestras maletas al tercer piso. Dos veces, no tuvimos agua para ducharnos.</p> <p>Espero tu respuesta, Miguel</p>				

 <b>New</b> ▾	 <b>Reply</b>	 <b>Reply All</b>	 <b>Forward</b>	 <b>Send &amp; Receive</b>
<b>To:</b>	<input type="text" value="Miguel Rodriguez"/>			
<b>Cc:</b>	<input type="text"/>			
<b>Subject:</b>	<input type="text"/>			
<p>Querido Miguel:</p> <p>Gracias por tu mensaje con respecto a tu estancia en el Albergue Juvenil "Los Pajaritos". Estoy contento de que te han gustado muchos aspectos de tu estancia. Siento mucho que hayas tenido problemas con el tipo de habitación, con el ascensor y con la ducha.</p> <p>Nuestro ordenador indica que cuando tú hicistes la reserva, no habías reservado ningún tipo especial de habitación. El ascensor no funcionó por un día, pero teníamos personal extra para subir las maletas. Explicamos muy bien a todos nuestros clientes que tomaría más tiempo llevar las maletas a las habitaciones. Y el problema con las duchas: la municipalidad tuvo que cortar el agua para hacer reparaciones.</p> <p>Lamentablemente, no podemos devolverte ningún dinero. Sin embargo, si vuelves, te daremos un 10 por ciento de descuento y el desayuno gratis.</p> <p>Saludos, Paco</p>				

**Question 15 continues on page 15**

Question 15 (continued)

- (a) Why did Miguel Rodriguez write the email? 1
- (A) To ask for a refund
  - (B) To request tourist advice
  - (C) To make another booking
  - (D) To confirm accommodation details

(b) Describe Miguel’s experience at the hostel. 5

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(c) Comment on the way Paco has responded to Miguel’s email. 5

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**End of Question 15**

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# Spanish Beginners

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Centre Number

## Section III — Writing in Spanish

20 marks

Allow about 50 minutes for this section

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Student Number

### Part A – 10 marks

#### Attempt Questions 16–17

Answer the questions in the spaces provided.

In your answers you will be assessed on how well you:

- demonstrate relevance of ideas, information or opinions
- write texts appropriate to context, purpose and audience
- sequence and structure information and ideas
- demonstrate control of a range of vocabulary and language structures

**Marks**

#### Question 16 (4 marks)

You have just moved house. Write a note to your Venezuelan friend inviting him/her to a party at the new house. Write approximately 50 words in SPANISH.

**4**

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**Question 17** (6 marks)

You have just received this email from your friend, Alex. Write an email in response of approximately 75 words in SPANISH.

**6**

¡Hola Cris! Soy Alex. Oye, te estuvimos esperando en la estación por 30 minutos, pero nos tuvimos que ir. Llegamos tarde al cine y la película ya había empezado. ¿Qué te pasó? Para la próxima, por favor, ¡nos tienes que decir cuando estés retrasado!

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## Section III (continued)

### Part B – 10 marks

#### Attempt Question 18

Answer the question in the space provided.

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In your answer you will be assessed on how well you:

- demonstrate relevance of ideas, information or opinions
  - write texts appropriate to context, purpose and audience
  - sequence and structure information and ideas
  - demonstrate control of a range of vocabulary and language structures
- 

#### Question 18 (10 marks)

Marks

Answer ONE of the following questions. Write approximately 125 words in SPANISH.

- (a) Estás de regreso de unas vacaciones de uno de los países donde se habla español. Escribe una entrada en tu diario sobre las vacaciones. **10**

*You have just returned from a holiday in a Spanish-speaking country. Write a diary entry about your experiences.*

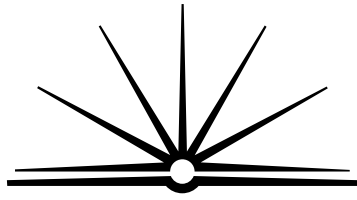
**OR**

- (b) Acabas de terminar tus exámenes finales. Escribe una entrada en tu diario sobre cómo encontraste el estudio del español y sobre cómo piensas usarlo en el futuro. **10**

*You have just completed your final examinations. Write a diary entry about your experience of studying Spanish, and how you plan to use it in the future.*

**Question 18 continues on page 20**





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

**2008**

**HIGHER SCHOOL CERTIFICATE  
SPECIMEN EXAMINATION**

# **Spanish Beginners** **(Section I — Listening)**

## **Transcript**

### Question 1

FEMALE: Buenos días señor Martínez.

MALE: Buenos días, señorita.

FEMALE: ¿Quiere usted una taza de café?

MALE: No, gracias. Disculpe, ¿pero la carta que le pedí no está todavía lista?

FEMALE: Lo siento.

MALE: Bueno, llámeme cuando esté terminada.

### Question 2

FEMALE: Los jóvenes siguen subiendo de peso. Para resolver este problema los médicos recomiendan que los niños hagan ejercicio tres veces por semana ¿Por qué no te haces socio de nuestro gimnasio? Tenemos un programa especial para los jóvenes y ¡además, tenemos precios especiales para familias!

### Question 3

FEMALE: ¿Necesitas más dinero? La tienda de «Duty Free» en el aeropuerto necesita gente que pueda trabajar algunas horas los fines de semana. No se necesita experiencia, pero poder hablar otro idioma es esencial. Para más información, visita nuestro sitio en la red: [www.aeropuertodutyfree.es](http://www.aeropuertodutyfree.es)

### Question 4

MALE: Señorita, por favor ¿puede revisar esta carta que quiero enviar a mi amigo en Chile?

FEMALE: Es la hora del almuerzo. ¿Por qué no me has preguntado en clase?

MALE: Me olvidé, lo siento.

FEMALE: Lo haré mañana. Ahora estoy almorzando.

MALE: Pero quiero mandar la carta hoy.

FEMALE: Has tenido toda la semana para mostrármela.

MALE: Por favor, es muy importante. Mi amigo la está esperando.

FEMALE: Bien, dámela ahora y vuelve después de clase. No estoy nada contenta con esto.

### Question 5

[Ring ... ring ...]

FEMALE: Hotel San Miguel. ¡Buenos días!

MALE: Sí. ¿Tiene alguna habitación doble para esta noche? Quisiera una con vista al mar.

FEMALE: Sí, tenemos una habitación doble, pero sólo se puede ver la estación. Son 150 euros.

MALE: ¡Es un poco caro! Lo voy a pensar ...

FEMALE: Podemos incluirle el desayuno.

MALE: ¡Qué bien! Y puedo quedarme hasta después del mediodía?

FEMALE: Mmmmm, de acuerdo. ¿Su nombre por favor?

### Question 6

MALE: Hola Cristina. ¿Qué vas a elegir como deporte? ¿Vas a seguir jugando a baloncesto?

FEMALE: No estoy segura, Pablo. Me gusta el baloncesto, pero también me gustaría probar un deporte diferente. ¿Qué te parece el vóleibol?

MALE: ¿El vóleibol? Hay que practicar tres veces por semana antes del colegio.

FEMALE: No lo sabía. Siempre llego a la escuela justo a tiempo para la primera clase del día. ¿Qué te parecen los bolos entonces?

MALE: ¿Los bolos? Es tan ruidoso y cuesta 9 dólares por semana.

FEMALE: ¿Qué? Es muy caro. La cosa se está poniendo difícil. Ya sé, el baile parece muy divertido y me gustaría aprenderlo.

MALE: No puedes porque necesitas experiencia.

FEMALE: Bueno, entonces me quedo con lo de siempre.

### Question 7

[Ring ... ring ...]

MARISOL: Dígame ...

NICO: Hola, Marisol. Soy Nico. ¿Puedo hablar con Carmela?

MARISOL: No se encuentra en estos momentos. ¿Quieres dejar un mensaje?

NICO: Sí, por favor ... llamo porque quiero invitar a Carmela a cenar a un restaurante que está de última moda.

MARISOL: ¿Cuál? ¿Cómo se llama?

NICO: Se llama 'Ultramar'. Me han dicho que preparan una paella y mariscos exquisitos. Además tienen un guitarrista que toca música española y francesa. Dile que me llame pronto porque hay que reservar la mesa.

### Question 8

FEMALE: ¿Por qué estás usando el ordenador tan temprano Pedro? Son las cinco y media de la mañana.

MALE: Tengo que terminar mi proyecto de geografía para hoy.

FEMALE: Como siempre, dejas todo para el último momento.

MALE: No es culpa mía. Por la noche no puedo usar el internet porque tú o papá están usándolo o la conexión es muy lenta.

FEMALE: ¿Qué tal si tú tienes uso exclusivo del ordenador por una hora todas las noches?

MALE: Eso es mejor que nada ...

### Question 9

FEMALE: Perdón, ¿es ésta la cola para La Alhambra?

MALE: Sí, lamentablemente hay mucha gente hoy. Nos va a llevar mucho tiempo comprar las entradas. ¿Sois estudiantes?

FEMALE: Sí, somos estudiantes de Australia.

MALE: Bien, os conviene comprar una entrada estudiantil para tres días por sólo 20 euros. Por el mismo precio podéis visitar la Alhambra y también todos los monumentos y museos de Granada.

FEMALE: ¡Cielos! ¡Qué barato! Y no tendremos que hacer cola.

MALE: Seguro. Podéis comprar la entrada en la oficina de turismo. Si vais ahora mismo, entraréis antes que yo.

### Question 10

[Ring ... ring ...]

MALE: Diga ...

FEMALE: Hola, Antonio. Soy Olivia. ¿Cómo estás?

MALE: Bien, gracias. ¿Y tú?

FEMALE: Bien, bien. Escucha ... Te llamo porque tengo entradas para el concierto de salsa este sábado. ¿Quieres venir?

MALE: Me encantaría. ¿No vas con tu novio Jorge?

FEMALE: Sí, pero él no tiene coche y mis padres no me dejan ir en tren, porque el concierto termina tarde.

MALE: ¡Vale! ¿Pero, has hablado con Jorge?

FEMALE: No, no todavía. Primero quería saber si tu podrías venir, después voy a llamar a Jorge.

MALE: Mira, Jorge es mi mejor amigo. No pienso que sea una buena idea.

FEMALE: No, no, no me entiendes ... Los tres vamos a ir al concierto en tu coche.

MALE: De acuerdo. ¿A qué hora os paso a buscar?

### Question 11

FEMALE: Escucha, José ... ¿En tu opinión quién sería mejor capitán para la escuela, Lola o Ricardo ?

MALE: No lo sé, Carmen. Es muy difícil. Lola es una buena persona y es muy simpática.

FEMALE: Bueno, sí, es una chica simpática e inteligente. Me gustó mucho lo que dijo en la asamblea el otro día.

MALE: Sí, pero era demasiado seria, mientras que Ricardo fue mucho mas divertido. Todos se estaban riendo.

FEMALE: Sí, Ricardo es divertido, popular y juega para la escuela en tantos deportes: baloncesto, tenis, fútbol ....

MALE: Pero el problema es que Ricardo siempre viene tarde a la práctica. El entrenador siempre se pone furioso con él.

FEMALE: Lola nunca llega tarde y la semana pasada ayudó a organizar la disco escolar. ¿Te acuerdas lo bien que lo pasamos? Ricardo, por supuesto, bailó con todas las chicas.

Sabemos que es popular y deportista, pero el capitán de la escuela tiene que ser responsable y bien organizado, yo pienso.

MALE: Si, tienes razón. Bien ¡Ya está decidido!

# Spanish Beginners

## 2008 HSC Specimen Examination Mapping Grid

For each item in the examination, this mapping grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. If an item is shown as targeting Bands 3–5, it indicates that candidates who demonstrate overall performance equivalent to the Band 3 descriptions should be able to score some marks on the item, while those who perform at Band 5 or above could reasonably be expected to gain high marks on the item. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown could usually be expected to answer the item correctly.

Question	Marks	Content (Topic – Text Type)	Syllabus outcomes	Targeted performance bands
<b>Oral Examination</b>				
	20	Conversation covering the candidate's personal world as it relates to the prescribed topics	H1.1, H1.2, H1.3	2–6
<b>Written Examination</b>				
<b>Section I – Listening</b>				
1	1	Education and work – conversation	H2.1	2–3
2	1	Family life, home and neighbourhood – advertisement	H2.1	2–3
3	2	Education and work – advertisement	H2.1, H2.2, H2.5	2–4
4	2	Education and work – conversation	H2.1, H2.2, H2.3	2–4
5(a)	1	Holiday, travel and tourism – conversation	H2.1, H2.2	2–3
5(b)	2	Holiday, travel and tourism – conversation	H2.1, H2.2	2–4
6	3	Education and work – conversation	H2.1	2–4
7	3	Friends, recreation and pastimes – conversation	H2.1, H2.2, H2.3, H2.5	2–5
8	3	Family life, home and neighbourhood – conversation	H2.1, H2.2, H2.4	2–5
9	3	Holidays, travel and tourism – conversation	H2.1, H2.2, H2.4	2–5
10(a)	1	Friends, recreation and pastimes – conversation	H2.1, H2.2	2–4
10(b)	3	Friends, recreation and pastimes – conversation	H2.1, H2.2, H2.4	2–6
11	5	Education and work – conversation	H2.1, H2.2, H2.3, H2.4	2–6
<b>Section II – Reading</b>				
12(a)	2	Education and work – advertisement	H2.1, H2.2	2–3
12(b)	2	Education and work – advertisement	H2.1, H2.2	2–4
13(a)	1	People, places and communities – letter	H2.1, H2.2	2–3
13(b)	2	People, places and communities – letter	H2.1, H2.2	2–4
13(c)	3	People, places and communities – letter	H2.1, H2.2, H2.4	2–5
14(a)	1	People, places and communities – article	H2.1, H2.2	2–3
14(b)	2	People, places and communities – article	H2.1, H2.2	2–4
14(c)	2	People, places and communities – article	H2.1, H2.2	2–4
14(d)	4	People, places and communities – article	H2.1, H2.2, H2.4	2–6
15(a)	1	Holidays, travel and tourism – email	H2.1, H2.2	3–4
15(b)	5	Holidays, travel and tourism – email	H2.1, H2.2, H2.3	2–5
15(c)	5	Holidays, travel and tourism – email	H2.1, H2.2, H2.3, H2.4, H2.5	2–6
<b>Section III – Writing in Spanish</b>				
<b>Part A</b>				
16	4	Family life, home and neighbourhood – note	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3	2–6
17	6	Friends, recreation and pastimes – email	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3	2–6
<b>Part B</b>				
18(a)	10	Holidays, travel and tourism – diary entry	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3	2–6
18(b)	10	Future plans and aspirations – diary entry	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3	2–6

## 2008 HSC Spanish Beginners Specimen Paper Marking Guidelines

### Section I — Listening

#### Question 1

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

Criteria	Marks
• (A)	1

#### Question 10 (b)

*Outcomes assessed: H2.1, H2.2, H2.4*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sound understanding of Antonio's misunderstanding	3
• Demonstrates some understanding of Antonio's misunderstanding	2
• Provides some relevant information	1

#### *Sample answer:*

He thought Olivia was inviting him out on a date, which was a problem because she was his best mate's girlfriend. However she really just wanted him to give her and Jorge a lift.

**Question 11**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of how the two speakers make their choice of school captain</li><li>• Supports the answer with evidence from the text</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of how the two speakers make their choice of school captain</li><li>• Supports the answer with evidence from the text</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of how the two speakers make their choice of school captain</li></ul>	2
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

***Sample answer:***

Both candidates have good qualities – Lola is a good speaker and is intelligent. She is a good organiser – helped organise the school disco which was great. Ricardo is very popular. He is fun, good at sport and in lots of school teams. But in the end they decide that the most important thing is that the captain must be responsible. Ricardo is always late for training, while Lola is totally reliable.

## Section II — Reading

### Question 12 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Explains why the jobs are difficult to get	2
• Provides some relevant information	1

***Sample answer:***

Some jobs need previous experience and others are very competitive.

### Question 13 (c)

*Outcomes assessed: H2.1, H2.2, H2.4*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sound understanding of the change of Natasha's emotions	3
• Demonstrates a good understanding of the change of Natasha's emotions	2
• Provides some relevant information	1

***Sample answer:***

She started by being very excited because she was looking forward to opening her presents. So then she was upset when no one else got up, because she thought the family didn't care about her. She was very relieved to later find out that they don't give presents in Spain until 6<sup>th</sup> January – it was her mistake.

**Question 15 (c)**

*Outcomes assessed: H2.1, H2.2, H2.3, H2.4, H2.5*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the way Paco responds to Miguel's email</li><li>• Supports the answer with relevant evidence from the text</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the way Paco responds to Miguel's email</li><li>• Supports the answer with some relevant evidence from the text</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of Paco's response</li></ul>	2
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

***Sample answer:***

He is superficially polite but quite dismissive in refusing a refund. He has an answer for each of Miguel's complaints, eg computer records showing no specific room requirements, extra staff to carry luggage when the lift was out of order and it was the council that cut off the water. His only concession is to offer a 10% discount and free breakfast if Miguel decides to return. The implication is that he doesn't much care if Miguel does not return.

## Section III — Writing in Spanish

### Part A

#### Question 16

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Communicates ideas and information appropriate to audience, purpose and context</li> <li>Applies knowledge of vocabulary, language structures and features to the task</li> </ul>	4
<ul style="list-style-type: none"> <li>Communicates with some awareness of audience, purpose and context</li> <li>Demonstrates some knowledge of vocabulary, language structures and features</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Produces some comprehensible language related to the task</li> </ul>	1

#### Question 17

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Communicates relevant ideas and information appropriate to audience, purpose and context</li> <li>Organises information and ideas coherently</li> <li>Applies knowledge of a variety of vocabulary, language structures and features to the task</li> </ul>	6
<ul style="list-style-type: none"> <li>Communicates with some awareness of audience, purpose and context</li> <li>Organises ideas and information</li> <li>Demonstrates knowledge of vocabulary, language structures and features</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Demonstrates some understanding of the requirements of the task</li> <li>Demonstrates limited evidence of the ability to organise ideas</li> <li>Demonstrates some knowledge of vocabulary, language structures and features</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Produces some comprehensible language related to the task</li> </ul>	1

**Part B****Question 18***Outcomes assessed: H1.1, H1.2, H1.3, H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Presents and develops original ideas, information, and/or opinions relevant to context, purpose and audience</li><li>• Organises information and ideas coherently</li><li>• Demonstrates knowledge of a variety of vocabulary, language structures and features</li></ul>	9–10
<ul style="list-style-type: none"><li>• Presents and develops original ideas, information, and/or opinions mostly relevant to context, purpose and audience</li><li>• Organises information and ideas</li><li>• Demonstrates some knowledge of a variety of vocabulary, language structures and features</li></ul>	7–8
<ul style="list-style-type: none"><li>• Presents and develops some ideas, information, and/or opinions relevant to context, purpose and audience</li><li>• Organises information and ideas with some coherence</li><li>• Demonstrates some knowledge of vocabulary, language structures and features</li></ul>	5–6
<ul style="list-style-type: none"><li>• Presents some information relevant to the task</li><li>• Demonstrates elementary knowledge of vocabulary, language structures and features</li></ul>	3–4
<ul style="list-style-type: none"><li>• Produces some comprehensible language related to the task</li></ul>	1–2

**Conversation**  
**20 marks***Outcomes assessed: H1.1, H1.2, H1.3*

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Converses effectively by exchanging relevant information, opinions and comment</li><li>• Uses acceptable intonation and pronunciation</li><li>• Demonstrates an excellent control of a variety of vocabulary and language structures</li></ul>	17 – 20
<ul style="list-style-type: none"><li>• Converses using relevant information and opinions</li><li>• Uses acceptable intonation and pronunciation in most instances</li><li>• Demonstrates a sound knowledge of vocabulary and language structures</li></ul>	13 – 16
<ul style="list-style-type: none"><li>• Expresses relevant information and opinions in response to questions</li><li>• Demonstrates some knowledge of vocabulary and language structures</li></ul>	9 – 12
<ul style="list-style-type: none"><li>• Responds to simple questions, using single words and some formulaic expressions</li><li>• Demonstrates a basic knowledge of vocabulary and language structures</li></ul>	5 – 8
<ul style="list-style-type: none"><li>• Achieves minimal communication through the use of single words and formulaic expressions</li></ul>	1 – 4

## SPANISH BEGINNERS PERFORMANCE BANDS

*The typical performance in this band:*

<b><i>Band 6</i></b>	<ul style="list-style-type: none"> <li>• Communicates effectively across a range of topics in spoken Spanish</li> <li>• Writes cohesive, well-structured texts appropriate to a range of audiences, purposes and contexts</li> <li>• Demonstrates an excellent control of vocabulary and language structures</li> <li>• Demonstrates an excellent understanding of a range of texts by identifying their audience, purpose and context; by interpreting and summarising information; and by drawing conclusions and justifying opinions about them</li> </ul>
<b><i>Band 5</i></b>	<ul style="list-style-type: none"> <li>• Communicates across a range of topics in spoken Spanish</li> <li>• Writes cohesive texts appropriate to audience, purpose and context</li> <li>• Demonstrates a good control of vocabulary and language structures</li> <li>• Demonstrates a good understanding of a range of texts by identifying their audience, purpose and context; by interpreting and summarising information; and by drawing some conclusions and justifying opinions about them</li> </ul>
<b><i>Band 4</i></b>	<ul style="list-style-type: none"> <li>• Communicates ideas and information in spoken Spanish</li> <li>• Writes texts with some regard to audience, purpose and context, linking ideas and information</li> <li>• Demonstrates some control of vocabulary and language structures</li> <li>• Demonstrates a general understanding of and identifies some specific information in a range of texts</li> </ul>
<b><i>Band 3</i></b>	<ul style="list-style-type: none"> <li>• Communicates some ideas and information in familiar contexts in spoken Spanish</li> <li>• Writes texts with some regard to purpose</li> <li>• Demonstrates a basic knowledge of Spanish vocabulary and applies Spanish grammar and syntax inconsistently</li> <li>• Demonstrates a general understanding of straightforward texts and identifies some specific information in more complex ones</li> </ul>
<b><i>Band 2</i></b>	<ul style="list-style-type: none"> <li>• Understands some simple questions and responds in comprehensible spoken Spanish</li> <li>• Writes some words, phrases and sentences in comprehensible Spanish</li> <li>• Identifies some information in texts</li> </ul>
<b><i>Band 1</i></b>	