

BOARD OF STUDIES
NEW SOUTH WALES

2001 HSC Specimen Paper

Spanish Extension

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Spanish Extension

Introduction

This booklet contains the specimen examination paper for the 2001 Higher School Certificate examination in Spanish Extension. A mapping grid is also included, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands.

The specimen paper shows the format of the New HSC examination. It has been printed on A4 paper and side-stapled to make it convenient for use in schools. Actual examination papers will be produced as A4 booklets. All New HSC papers will be printed on white paper.

The 2001 HSC specimen papers have 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 99). Questions are closely related to the outcomes of the course, and the paper as a whole is structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The papers have 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. Instructions have been standardised, and the demands of the questions have been made explicit. Key words in questions, such as 'discuss', 'analyse', and 'explain', have been used consistently in accordance with the glossary published in the Board's *Assessment Support Document*.

This specimen paper is an example of the type of examination that could be prepared within the examination specifications in the Spanish Extension 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 2001 and subsequent years may differ from those addressed in the specimen paper.

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 all students the opportunity to demonstrate their level of achievement. Where courses have components in the examination other than written papers, the grid indicates the wider range of outcomes that are assessed by including these other components.

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

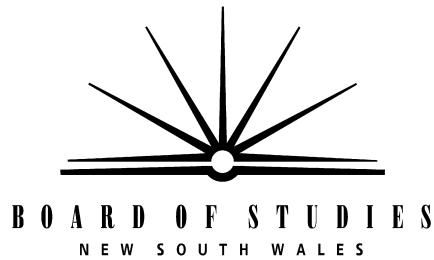
- A rubric indicating general criteria for judging performance has been placed at the beginning of each section or part of the paper to clearly indicate the factors that will be used to assess responses to the question(s).
- The number and type of questions in Section I, Part A may vary each year within the range determined by the syllabus.
- The prescribed texts and issues for the specimen paper are those prescribed for the 2001 HSC examination.

Spanish Extension

HSC Specimen Examination Mapping Grid

For each item in the examination, the grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. The range of bands shown indicates the performance candidates may be able to demonstrate in their responses. That is, if an item is shown as targeting Bands E2 – E3, it indicates that candidates who demonstrate performance equivalent to the Band E2 descriptions should be able to score some marks on the item, while those who perform at Band E3 or above could reasonably be expected to gain high marks. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown generally could be expected to answer the item correctly.

Question	Marks	Content (Prescribed Issue / Prescribed Text – Text Type)	Syllabus outcomes	Targeted performance bands
Oral Examination				
1	5	Tensions in relationships – monologue	H1.1, H1.2	E2 – E4
2	5	Searching for identity – monologue	H1.1, H1.2	E2 – E4
3	5	Searching for identity – monologue	H1.1, H1.2	E2 – E4
Written Examination				
1(a)	2	Barrio	H2.1	E2 – E3
1(b)	2	Barrio	H2.1, H2.2	E2 – E3
1(c)	4	Barrio	H2.1, H2.2, H2.3	E2 – E4
1(d)	7	Barrio	H2.1, H2.2, H2.3	E2 – E4
2	10	Barrio – conversation	H2.1	E2 – E4
3	15	Divisions in society – essay	H1.1, H1.2	E2 – E4
4	15	Tensions in relationships – script of talk	H1.1, H1.2	E2 – E4



Sample marking guidelines for Spanish Extension

The following marking guidelines have been developed for selected questions from the 2001 HSC Specimen Examination in Spanish Extension. These guidelines indicate the approach that would be taken to marking questions.

For each question, the following are typically included:

1. The syllabus outcomes that are targeted by the question.
2. The assessment rubric from the specimen paper, where there is one, listing the set of general criteria that are used to assess responses.
3. The marking guidelines, which show the criteria to be applied to responses along with the marks to be awarded in line with the quality of the responses. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks.
4. A sample answer or some points that answers might include. Sample answers indicate the scope and depth of treatment expected, and are not intended to be prescriptive. Similarly, the points that could be included in answers are not intended to be an exhaustive list, but rather an indication of the considerations that students could include in their responses.

Marking guidelines will generally require some refinement at the Marking Centre to take account of unanticipated responses that students present. For essay-type questions, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

In a standards-referenced framework, examination questions are closely linked to syllabus content and outcomes. Expectations of the question are to be clear in the wording of the question. Marking guidelines will be developed at the same time as the examination questions, by examination committees. The development of marking guidelines will be guided by the Board's *Principles for Developing Marking Guidelines in a Standards-Referenced Framework*, published in Board Bulletin Volume 9 Number 3 (May 2000).

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Sample Marking Guidelines – Spanish Extension

Oral Examination

Monologue - Questions 1 – 3

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

- present and support a point of view
 - demonstrate clarity of expression (pronunciation, intonation, stress)
 - demonstrate accuracy and variety of vocabulary and sentence structures
-

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

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

Written Examination

Question 1 (15 marks)

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

- respond critically to the prescribed text
- analyse how meaning is conveyed
- demonstrate an understanding of the relationship between the prescribed text and prescribed issues

Read the extract from the film *Barrio* and answer the questions that follow in ENGLISH in the spaces provided.

Refer to the text on pages 2 and 3 of the Specimen Paper.

- (a) *¿Y cómo te lo vas a hacer sin moto?* (line 2) 2

To what is Rai referring?

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of the reference	2
• Identifies some relevant aspect of the reference	1

Sample answer:

The statement refers to the fact that Manu's job as a pizza delivery man requires a motorbike which he does not have. As a result he ends up delivering the pizzas on foot and by public transport.

- (b) *¡Sí, in juego, pero el que se queda sin coche soy yo!* (line 31) 2

What is the significance of this statement?

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Explains with some elaboration the significance of this statement in terms of plot, characterisation or the theme of the film	2
• Identifies one relevant aspect of the significance of the statement.	1

Sample answer:

The need to escape is a major theme of the film. The statement is significant because it links the need for a car with the means of escaping or having a future. It also foreshadows the events that occur later in terms of each boy's 'escape'.

- (c) What does the language used by Rai in this scene reveal about his character? 4

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Describes perceptively how the language used by Rai reveals aspects of his character • Cites and explains relevant examples 	3 – 4
<ul style="list-style-type: none"> • Describes the language used by Rai in general terms and links this to Rai’s character 	2 – 1

Answers could include:

- The language Rai uses emphasises his strength of character as well as his reliance on his friends
- The language indicates the strong bond that exists between Rai and his friends
- There is a sense of desperation and frustration evident in his repeated request to Manu to promise to give him his car (the BMW)
- The language Rai uses indicates he is the leader of the group with a need to control events
- Rai always has to have the last say, he is the one with all the answers

- (d) How do film techniques contribute to the significance and impact of this scene? 7

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates breadth and depth of understanding of the effect of the film techniques used in the scene • Demonstrates perceptively and critically the effect created by a range of features such as type of shot, shot composition, lighting, editing and sound • Cites and explains relevant examples used in the scene appropriate to the question 	6 – 7
<ul style="list-style-type: none"> • Demonstrates some understanding of the effect created by a range of features such as type of shot, shot composition, lighting, editing and sound • Cites and explains relevant techniques used in the scene appropriate to the question 	3 – 5
<ul style="list-style-type: none"> • Cites with some explanation relevant examples from the scene appropriate to the question 	1 – 2

Answers could include:

- The effect/impact of the symbolism/visual images on the boys’ current and future situations

- The bars/ the cars/ the ambulance
- The two boys leaving first followed by Rai
- The role of sound
 - Background traffic noise, silence and the musical score at the end of the sequence
- The close-ups and groupings of the three boys
- Camera shots from the side and from behind
- The relationship between the text and the image

Question 2 (10 marks)

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

- demonstrate an understanding of the prescribed text
 - write in Spanish for a specific context
-

Read the extract from the film *Barrio* and answer the following question by writing approximately 200 words in SPANISH.

Refer to the text on page 7 of the Specimen Paper.

After Rai is shot by the policeman, Susi changes her mind and decides to visit her father in his van. Write the text of the conversation between father and daughter.

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive and sensitive understanding of Susi’s character and that of her father, and the relationship between them • Demonstrates an understanding of the impact of events in the film on both characters • Demonstrates flair and originality in the approach taken • Manipulates language authentically and creatively to meet the requirements of the task 	9 – 10
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of Susi’s character and that of her father, and the relationship between them • Demonstrates a perceptive and sensitive understanding of the impact of events in the film on both characters • Demonstrates some flair in the approach taken • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task 	7 – 8
<ul style="list-style-type: none"> • Demonstrates an understanding of Susi’s character and that of her father, and the relationship between them • Demonstrates a good understanding of the events of the film • Demonstrates a satisfactory control of vocabulary and sentence structures 	5 – 6

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates some understanding of Susi’s character and that of her father, and the events of the film• 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 Susi’s character and that of her father, and the events of the film• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures	1 – 2

Answer ONE of the following questions. Write approximately 300 words in SPANISH.

Question 3 (15 marks)

Write an essay on the following subject:

The social and economic reality of an individual determines his or her happiness. Do you agree?

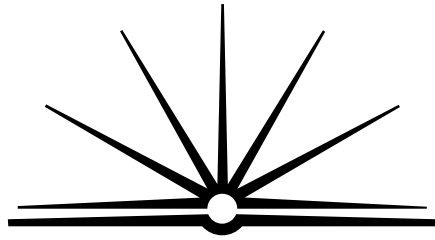
In your answer you will be assessed on how well you:

- present and support a point of view
 - write for a specific audience and/or purpose and/or context
 - demonstrate accuracy and variety of vocabulary and sentence structures
 - structure and sequence ideas and information
-

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 and/or purpose and/or 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 and/or purpose and/or 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 specific audience and/or purpose and/or 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 material• 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



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

2001
HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION

Spanish Extension

Oral Examination

General Instructions

- Preparation time – 10 minutes
- The oral examination should take approximately 5 minutes
- Dictionaries may not be used
- You may make brief notes in the space provided on the paper
- You may refer to these notes during the examination but must not read directly from them

Total marks (10)

- Attempt TWO questions from Questions 1 – 3

Total marks (10)

Attempt TWO questions from Question 1 – 3

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

- present and support a point of view
 - demonstrate clarity of expression (pronunciation, intonation, stress)
 - demonstrate accuracy and variety of vocabulary and sentence structures
-

Choose TWO of the following three questions and speak for approximately TWO minutes in SPANISH on each.

Question 1 (5 marks)

La brecha generacional se reduce. ¿Está de acuerdo?

The generation gap is becoming narrower. Do you agree?

CANDIDATE'S NOTES. Write ONLY in this space. These notes will NOT be marked.

Question 2 (5 marks)

Para ser aceptado en la sociedad se tiene que ser conformista. ¿Está de acuerdo?

In order to be accepted by society one must be a conformist. Do you agree?

CANDIDATE'S NOTES. Write ONLY in this space. These notes will NOT be marked.

Question 3 (5 marks)

*‘Los desafíos hacen que la vida sea interesante, superarlos hace que la vida sea valiosa’.
¿Está de acuerdo?*

‘Challenges are what make life interesting, overcoming them is what makes life meaningful’.
Do you agree?

CANDIDATE'S NOTES. Write ONLY in this space. These notes will NOT be marked.

End of paper

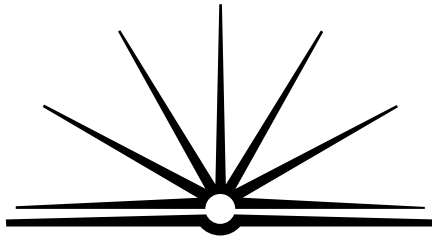
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Centre Number

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Student Number



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

2001
HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION

Spanish Extension

Written Examination

General Instructions

- Reading time – 10 minutes
- Working time – 1 hour and 50 minutes
- Write using blue or black pen
- Monolingual and/or bilingual print dictionaries may be used
- Write your Centre Number and Student Number at the top of this page

Section I Pages 2 – 7

Total marks (25)

This section has two parts, Part A and Part B

- Attempt Question 1 and Question 2
- Allow about 1 hour and 10 minutes for this section

Section II Page 8

Total marks (15)

- Attempt either Question 3 or Question 4
- Allow about 40 minutes for this section

Section I – Response to Prescribed Text
Allow about 1 hour and 10 minutes for this section
Total marks (25)

Part A
Attempt Question 1

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

- respond critically to the prescribed text
 - analyse how meaning is conveyed
 - demonstrate an understanding of the relationship between the prescribed text and prescribed issues
-

Question 1 (15 marks)

Read the extract from the film *Barrio* and answer the questions that follow in ENGLISH in the spaces provided.

- Manu: Mañana empiezo.
- Rai: ¿Y cómo te lo vas a hacer sin moto?
- Manu: Con el abono, y aunque tenga que pagarme un metro, me saco cien limpias por salida.
- 5 Javi: Podíamos hacer algo nosotros también.
- Rai: ¿Como qué?
- Javi: No sé, ya habrá algo que sepamos hacer, ¿no?
- Rai: Claro.
- Javi: Di tú algo.
- 10 Rai: No sé, ¿y tú?
- Manu: El próximo rojo que sale es el mío.
- Rai: ¿Si es una moto también vale?
- Manu: Tiene que ser un coche.
- Rai: ¡Qué suerte, un BMU!
- 15 Manu: ¿Has visto?

Question 1 continues on page 3

Question 1 (continued)

- Javi: El próximo azul que salga es el mío.
- Manu: ¡Menuda mierda! Te gano.
- Rai: El próximo blanco es el mío.
- Manu: Te has quedado sin coche. Se ha pasado el tiempo.
- 20 Rai: ¿Qué tiempo?
- Manu: El del concurso. Se siente.
- Rai: ¿Quién lo dice?
- Manu: Lo digo yo, que soy el que lo ha inventado.
- Rai: ¡Tú lo que eres es un gilipollas!
- 25 Javi: ¡No empecéis!
- Rai: Además va a salir ahora.
- Manu: ¿Qué coño va a salir? Aquí ya no sale nada.
- Javi: ¡Venga, vamos a tomar algo!
- Rai: ¿Y mi coche qué?
- 30 Javi: ¡Rai, coño, que es un juego!
- Rai: ¡Sí, un juego, pero el que se queda sin coche soy yo!
- Javi: Yo te dejo el mío.
- Rai: El tuyo no me gusta. Es una mierda.
- Javi: ¡Te jode!
- 35 Rai: Yo quiero que me deje Manu el BMU.
- Manu: ¡Ni de coño, que me lo rayas!
- Javi: Déjaselo, ¿qué más te da?
- Manu: ¿Qué culpa tengo yo que no le salga ningún coche?
- 40 Rai: Prométeme que me lo vas a dejar. ... ¿Y lo prometes? ... ¿Lo prometes, sí o no?

Question 1 continues on page 4

Question 1 (continued)

- (a) *¿Y cómo te lo vas a hacer sin moto?* (line 2) **2**

To what is Rai referring?

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- (b) *¡Sí, un juego, pero el que se queda sin coche soy yo!* (line 31) **2**

What is the significance of this statement?

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- (c) What does the language used by Rai in this scene reveal about his character? **4**

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Section I – Response to Prescribed Text

Part B

Attempt Question 2

Answer the question in a writing booklet. Extra writing booklets are available.

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

- demonstrate an understanding of the prescribed text
 - write in Spanish for a specific context
-

Question 2 (10 marks)

Read the extract from the film *Barrio* and answer the following question by writing approximately 200 words in SPANISH.

Hermana: Papá está durmiendo en la furgoneta. Dice que no puede pagarse una pensión.

Javi: ¿Dónde?

Hermana: En la esquina de la plaza. Yo no puedo pasar por delante. Me muero de vergüenza.

Después que el policia mata a Rai, Susi cambia de idea y decide visitar a su padre en su furgoneta. Escribe la conversación entre el padre y su hija.

After Rai is shot by the policeman, Susi changes her mind and decides to visit her father in his van. Write the text of the conversation between father and daughter.

Please turn over

Section II – Writing in Spanish

Total marks (15)

Attempt either Question 3 or Question 4

Allow about 40 minutes for this section

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

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

- present and support a point of view
 - write for a specific audience and/or purpose and/or context
 - demonstrate accuracy and variety of vocabulary and sentence structures
 - structure and sequence ideas and information
-

Answer ONE of the following questions. Write approximately 300 words in SPANISH.

Question 3 (15 marks)

Escribe un ensayo sobre el siguiente tema:

La realidad social y económica del individuo determina su felicidad. ¿Está de acuerdo?

Write an essay on the following subject:

The social and economic reality of an individual determines his or her happiness. Do you agree?

OR

Question 4 (15 marks)

Su clase estudia un módulo sobre la familia en la sociedad contemporánea. Prepare el texto de un discurso el cual pronunciará a la clase, titulado «La familia es el componente básico de la sociedad».

Your class is working on a unit about the family in contemporary society. Prepare the script of a speech with the title ‘The family is the basic building block of society’ which you will deliver to your class.

End of paper