Spanish Beginners

Stage 6

Draft Syllabus Package

Consultation Period
26 April – 3 June 2005
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Spanish Beginners Draft HSC Specimen Paper
  Introduction
  Draft HSC Written Examination
  Draft HSC Listening Transcript
  Draft Marking Guidelines and Mapping Grid
  Draft Performance Bands
Background Information

The preparation of this draft syllabus package is the third step in the revision of the Spanish Beginners Stage 6 Syllabus.

The first step was an evaluation of the existing syllabus with an evaluation report being submitted to the Board of Studies in June 2004. The second step was the development of a framework for Languages Stage 6 Beginners syllabuses for consultation and endorsement by the Board of Studies. This framework was developed in collaboration with the Senior Secondary Assessment Board of South Australia (SSABSA) and based on national and international research. This involved:

- distribution to all schools of the draft framework and accompanying survey in September 2004
- quantitative and qualitative analysis of the survey by a group of practising teachers
- submissions associated with the draft framework
- meetings with teachers and key interest groups.

Following consultation, the draft framework was revised to address a variety of issues raised by teachers and the amended version then became the basis for the writing of draft syllabuses in eight languages. The evaluation report and the endorsed framework are published on the Board’s website.

Consultation will continue to be of vital importance as the program of syllabus revision proceeds towards publication of the new Spanish Beginners Stage 6 Syllabus for implementation in the 2007 Preliminary course.

Teachers are encouraged to provide feedback on the draft syllabus package by completing the accompanying survey and/or submitting a separate response.

In addition to the draft syllabus, this package includes a draft HSC specimen paper, including draft performance bands.

The draft HSC specimen paper has been included to illustrate ways in which assessment items can be linked to course outcomes. When the syllabus is finalised it will be accompanied by a specimen HSC paper.

The draft performance bands have been included to allow teachers to consider the way in which student performance will be reported. These draft performance bands will continue to undergo refinement until the end of 2008 when the final bands will be used to report the performance of students who undertake the HSC examination in that year.

Design of the Spanish Beginners Stage 6 Draft Syllabus

The preparation of the draft syllabus has been in accordance with the Framework for Languages Stage 6 Beginners Syllabuses. Consultation on the Spanish Beginners Stage 6 Draft Syllabus will provide teachers and others with the opportunity to comment on how the requirements of the framework apply to the Spanish Beginners Stage 6 Syllabus.
Specific Issues to be Considered during Consultation on the Draft Syllabus

During consultation on the draft framework and the development of the draft syllabuses, several issues were identified and addressed.

These issues included:
• the descriptions of the objectives
• the clarity of the outcomes
• the appropriateness of the topics and texts
• the prescription of character lists for Chinese and Japanese
• the use of dictionaries in external examinations
• the length of oral and written sections of the external examinations.

The survey that accompanies this draft syllabus package restates these issues and provides opportunities for teachers and others to comment on each matter.

The Board’s Syllabus Development Process

The Board’s syllabus development process uses a project management approach and involves four phases – syllabus review, writing brief development, syllabus development and implementation. It provides opportunities for wide consultation with teachers and other interest groups in order to receive the highest quality advice from across the education community.

The process and timelines for the development of the syllabus are provided below.
## Timeline for the Development of the Syllabus Package for Spanish Beginners

<table>
<thead>
<tr>
<th>Steps in the Syllabus Development Process</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Syllabus Review</strong></td>
<td></td>
</tr>
<tr>
<td>Board Curriculum Committee established to monitor the syllabus development process</td>
<td>Established on 28 July 1999</td>
</tr>
<tr>
<td>Evaluation of existing syllabus against criteria approved by the Board of Studies</td>
<td>Completed on 18 December 2003</td>
</tr>
<tr>
<td>Research including literature review, national and international practice and candidature statistics</td>
<td>Completed on 30 January 2004</td>
</tr>
<tr>
<td>Board endorsement of the broad directions for syllabus revision</td>
<td>Endorsed on 22 June 2004</td>
</tr>
<tr>
<td><strong>Writing Brief Development</strong></td>
<td></td>
</tr>
<tr>
<td>Draft Framework for Stage 6 Languages Beginners Syllabuses and survey</td>
<td>Completed on 9 July 2004</td>
</tr>
<tr>
<td>Consultation (6 weeks) (excluding school holidays)</td>
<td>From 6 September 2004 to 29 October 2004</td>
</tr>
<tr>
<td>Consultation report and amended framework to the Board of Studies</td>
<td>Endorsed on 14 December 2004</td>
</tr>
<tr>
<td>Final framework published on the Board of Studies website</td>
<td>8 February 2005</td>
</tr>
<tr>
<td><strong>Syllabus Development</strong></td>
<td></td>
</tr>
<tr>
<td>Draft syllabus package and survey</td>
<td>CURRENT STAGE</td>
</tr>
<tr>
<td>Consultation (6 weeks) (excluding school holidays)</td>
<td>From 26 April to 3 June 2005</td>
</tr>
<tr>
<td>Consultation report and amended syllabus to the Board of Studies</td>
<td>To be endorsed in June 2005</td>
</tr>
<tr>
<td>Distribution of the syllabus</td>
<td>End Term 2 2005</td>
</tr>
</tbody>
</table>
Assisting Respondents

The following icons are used to assist respondents:

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>for your information</td>
</tr>
<tr>
<td></td>
<td>This icon indicates general information that assists in reading or understanding the information contained in the document.</td>
</tr>
<tr>
<td>📜</td>
<td>consult</td>
</tr>
<tr>
<td></td>
<td>This icon indicates material on which responses and views are sought through consultation.</td>
</tr>
</tbody>
</table>

Consultation

The Spanish Beginners Stage 6 Draft Syllabus Package is accompanied by a consultation survey. The purpose of the survey is to obtain detailed comments from individuals and systems/organisations on the syllabus package. Please comment on both the strengths and the weaknesses of the draft syllabus package. Comments will be taken into account when the draft syllabus is modified.

The consultation period is from 26 April to 3 June 2005.

Please send written responses to the survey to:

Rob Freilich  
Curriculum Support Officer  
Office of the Board of Studies  
GPO Box 5300  
Sydney NSW 2001

or

fax: (02) 9367 8476

or

send responses by email to: freilich@boardofstudies.nsw.edu.au

or

send online survey responses through the Board’s website (www.boardofstudies.nsw.edu.au).
Structure of the Draft Syllabus Package

The package contains a Draft Syllabus and a Draft Specimen Paper.

Spanish Beginners Stage 6 Draft Syllabus

The HSC Program of Study
Introduction
– The Language
– Description of the Target Group
Rationale
Continuum of Learning
Aim
Objectives
Course Structure
Outcomes
– Table of Objectives and Outcomes
– Key Competencies
Content of the Spanish Beginners Preliminary and HSC Courses
– Content
– Topics
– Texts
– Tasks
– Vocabulary
– Dictionaries
– Grammar
Assessment and Reporting
– Requirements and Advice
– Internal Assessment
– External Assessment
– Board Requirements for the Internal Assessment Mark in Board Developed Courses
– Assessment Components and Weightings
– HSC External Examination Specifications
– Summary of External and Internal HSC Assessment
– Summary of Examination Specifications
– Reporting Student Performance against Standards
Post-school Opportunities
Glossary

Draft HSC Specimen Paper

Introduction
Draft HSC Written Examination
Draft HSC Listening Transcript
Draft Marking Guidelines and Mapping Grid
Draft Performance Bands

Each section of the draft syllabus package includes:
– an explanation of the section’s purpose
– the material on which responses and views are sought through consultation.
1 Spanish Beginners Stage 6 Draft Syllabus

1.1 The Higher School Certificate Program of Study

for your information

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education

- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work together with others
  - respect for the cultural diversity of Australian society

- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens

- provide formal assessment and certification of students’ achievements

- provide a context within which schools also have the opportunity to foster the students’ physical and spiritual development.
1.2 Introduction to Spanish Beginners in the Stage 6 Curriculum

1.2.1 The Language

The language to be studied and assessed is the modern standard/official version of Spanish.

The language to be studied and assessed is modern standard Spanish. Spanish is a Romance language derived from the Vulgar Latin brought to western Europe by the Romans. Its development reflects the history of the Iberian peninsula, with its most notable influences being Greek and Arabic, the latter having contributed some thousands of words of vocabulary.

In the fifteenth century, as a result of the arrival of the Spaniards in the Americas, Spanish continued to develop as it adapted to the influences of indigenous languages.

The maintenance of modern standard Spanish is now the joint responsibility of the Real Academia of each of the countries in which Spanish is an official language. The linguistic integrity of the Spanish language is maintained with the acknowledgment of significant variations between countries, regions and social groups. These variations are phonetic, morphological, syntactic and semantic in nature and do not constitute dialects. However, a number of other languages are spoken in Spanish-speaking countries, with some, such as Basque, Catalan and Galician in Spain, and Guaraní in Paraguay, sharing official language status.

1.2.2 Description of Target Group

The Spanish Beginners Stage 6 course is a two-year course which has been designed for students who wish to begin their study of Spanish at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the language, either spoken or written, or whose experience is derived solely from, or is equivalent to, the study of 100 hours or less in Stage 4 or Stage 5.

For the purposes of determining eligibility, speakers of dialects and variants of a language are considered to be speakers of the standard language. (Refer to Section 11.12.4 of the Assessment, Certification and Examination Manual, Board of Studies NSW, 2002.)

Students in Stage 5 may not be accelerated into Languages Beginners courses.

All eligibility requirements for Languages must be addressed.
Rationale

The rationale describes the nature of the subject in broad terms and outlines its relationship to the contemporary world and current practice. It explains the place and purpose of the subject in the curriculum.

Language is the basis of all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world that is the 21st century. Communicating in another language expands students’ horizons as both national and global citizens.

Language and culture are interdependent. Consequently, the study of another language develops in students the ability to move successfully across and within cultures, and in the process to experience, value and embrace the diversity of humanity.

Contemporary research has shown that learning a language facilitates cognitive and intellectual development beyond the language classroom. It enhances creativity and develops more refined and sophisticated skills in analysis, negotiation and problem-solving.

Literacy skills are enhanced through the study of another language. As the use of language is a process of communication, students’ learning experiences offer opportunities to consolidate and extend their interpersonal skills. By engaging with various modes of communication, students develop effective skills in interacting, and understanding and producing texts.

Students who learn another language understand how languages work as systems. They become aware of the structure of that language through the analysis of patterns and can apply this knowledge to create their own texts. By making comparisons between and among languages, students strengthen their command of their first language.

Spanish is one of the most widely spoken languages in the world. It is the official language of 21 countries and one of the official languages of the United Nations and the European Union. Spanish, English and other European languages share a common linguistic link with Latin.

Australia has strong connections through trade with Spanish-speaking nations, particularly those within the Asia-Pacific region. The Spanish language is widely spoken within the Australian community, giving students the opportunity to hear and use the language in real-life situations. Spanish-speakers in Australia make significant contributions to the economic, intellectual, cultural and social affairs of the nation.
The Spanish Beginners Course provides students with language skills needed to function effectively in any of the Spanish speaking communities around the world. It also enables them to experience and develop their understanding of the traditions and culture of their communities.

The study of Spanish provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as education, commerce, hospitality, international relations, media and tourism.
3 Continuum of Learning

for your information

This diagram places the syllabus in the K–12 curriculum as a whole and indicates the continuum of learning.

[Diagram description]

Early Stage 1 – Stage 3
Human Society and Its Environment

Stage 4
Mandatory 100-hour study of one language
in one continuous 12-month period (including Life Skills outcomes and content)

Stage 5
Spanish
(including Life Skills outcomes and content)

Stage 6
Spanish
Beginners
Preliminary
HSC
(Eligibility rules apply.)

Stage 6
Spanish
Continuers
Preliminary
HSC

Stage 6
Spanish
Extension
HSC

Community, other education and learning, and workplace
4 Aim

The aim provides a succinct statement of the overall purpose of the syllabus. It indicates the general educational benefits that are to accrue for students from programs based on the syllabus.

The aim of the Spanish Beginners Stage 6 Syllabus is to enable students to develop:

- skills in effective communication
- knowledge of the nature of language
- understanding of the interdependence of language and culture.
5 Objectives

Objectives provide specific statements of the intention of the syllabus. They amplify the aim and provide direction to teachers on the teaching and learning process emerging from the syllabus. They define, in broad terms, the skills, knowledge, understanding and values to be developed through study in the subject. They act as organisers for the intended outcomes.

Objective 1 – Interacting
Students will develop the linguistic and intercultural knowledge, understanding and skills to communicate actively in interpersonal situations.

Objective 2 – Understanding Texts
Students will interpret and respond to texts, applying their knowledge and understanding of language and culture.

Objective 3 – Producing Texts
Students will create and present texts in Spanish for specific audiences, purposes and contexts, incorporating their linguistic and intercultural knowledge, understanding and skills.
6 Course Structure

for your information

The Preliminary Course (120 indicative hours)

The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Spanish and their knowledge and understanding of language and culture.

The HSC Course (120 indicative hours)

In the HSC course students will extend and refine their communication skills in Spanish in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.
7 Outcomes

Syllabus outcomes express the specific intended results of learning. They provide clear statements of the knowledge, understanding, skills, values and attitudes that each student is expected to achieve as a result of effective teaching and learning in Spanish. They are derived from the objectives.

7.1 Table of Objectives and Outcomes

The outcomes and associated knowledge, understanding and skills that students are expected to achieve at the end of this course are listed below. These outcomes are derived from the objectives.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td></td>
</tr>
<tr>
<td>Interacting</td>
<td>1.1</td>
</tr>
<tr>
<td></td>
<td>establishes and maintains communication in Spanish</td>
</tr>
<tr>
<td></td>
<td>1.2</td>
</tr>
<tr>
<td></td>
<td>manipulates linguistic structures to express ideas effectively in Spanish</td>
</tr>
<tr>
<td></td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td>sequences ideas and information</td>
</tr>
<tr>
<td></td>
<td>1.4</td>
</tr>
<tr>
<td></td>
<td>applies knowledge of the culture of Spanish-speaking communities to interact appropriately</td>
</tr>
<tr>
<td>Understanding Texts</td>
<td>2.1</td>
</tr>
<tr>
<td></td>
<td>understands and interprets information in texts using a range of strategies</td>
</tr>
<tr>
<td></td>
<td>2.2</td>
</tr>
<tr>
<td></td>
<td>conveys the gist of, and identifies specific information in, texts</td>
</tr>
<tr>
<td></td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>summarises the main points of a text</td>
</tr>
<tr>
<td></td>
<td>2.4</td>
</tr>
<tr>
<td></td>
<td>draws conclusions from or justifies an opinion about a text</td>
</tr>
<tr>
<td></td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>identifies the tone, purpose, context or audience of a text</td>
</tr>
<tr>
<td></td>
<td>2.6</td>
</tr>
<tr>
<td></td>
<td>identifies and explains aspects of the culture of Spanish-speaking communities in texts</td>
</tr>
<tr>
<td>Producing Texts</td>
<td>3.1</td>
</tr>
<tr>
<td></td>
<td>produces texts appropriate to audience, purpose and context</td>
</tr>
<tr>
<td></td>
<td>3.2</td>
</tr>
<tr>
<td></td>
<td>structures and sequences ideas and information</td>
</tr>
<tr>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>applies knowledge of diverse linguistic structures to convey information and express original ideas in Spanish</td>
</tr>
<tr>
<td></td>
<td>3.4</td>
</tr>
<tr>
<td></td>
<td>applies knowledge of the culture of Spanish-speaking communities to the production of texts.</td>
</tr>
</tbody>
</table>
7.2 Key Competencies

Spanish Stage 6 provides a powerful context within which to develop general competencies that are considered essential for the acquisition of effective, higher order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the Spanish Beginners Stage 6 Draft Syllabus to enhance student learning. The key competencies of communicating ideas and information and collecting, analysing and organising information reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through the methodologies of the syllabus and through classroom pedagogy. Students interact with one another, and through this interaction, the key competencies planning and organising activities and working with others and in teams are developed. In interacting with others via information and communication technologies, the student will develop the key competency using technology. The skills associated with the interpretation of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student’s development of the key competency solving problems.
8 Content

For your information

Content includes knowledge, understanding, skills, values and attitudes, and describes the substance of the subject matter that is to be studied. Syllabus content reflects a balance between the acquisition of knowledge and the processes of learning so that students are encouraged to engage in, take responsibility for, and continue their own learning. Content, expressed in terms of what students learn about and learn to do, is mapped against the outcomes in the table in section 8.1.

The essential content consists of 120 indicative hours of study in the Preliminary Course, followed by 120 indicative hours of study in the HSC Course.

The syllabus outcomes can be demonstrated through the prescribed topics (see section 8.2).
8.1 Content of Spanish Beginners Preliminary and HSC Courses

Objective 1 – Interacting

<table>
<thead>
<tr>
<th>Outcomes:</th>
<th>Students learn about:</th>
<th>Students learn to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 establishes and maintains communication in Spanish</td>
<td>the importance of listening for key words to assist understanding</td>
<td>listen for meaning</td>
</tr>
<tr>
<td>1.2 manipulates linguistic structures to express ideas effectively in Spanish</td>
<td>the importance of reading for key words to assist understanding</td>
<td>read for meaning</td>
</tr>
<tr>
<td>1.3 sequences ideas and information</td>
<td>links in communication</td>
<td>use strategies to initiate, maintain and conclude an interaction, eg <em>Buenos días, Oye, pues, vale, de acuerdo.</em></td>
</tr>
<tr>
<td>1.4 applies knowledge of the culture of Spanish-speaking communities to interact appropriately.</td>
<td>the purpose and context of communication</td>
<td>select and incorporate particular vocabulary and structures to achieve specific communication goals</td>
</tr>
<tr>
<td>Students learn about:</td>
<td>formal and informal language, and when and where it is used</td>
<td>interact with reference to context, purpose and audience, eg ¿De dónde eres? ¿De dónde es usted?</td>
</tr>
<tr>
<td>• the importance of listening for key words to assist understanding</td>
<td>responding to factual and open-ended questions</td>
<td>maintain an interaction by responding to and asking questions and sharing information</td>
</tr>
<tr>
<td>• the importance of reading for key words to assist understanding</td>
<td>ways to support effective interaction</td>
<td>use appropriate language features to enhance communication, eg tone/intonation</td>
</tr>
<tr>
<td>• links in communication</td>
<td>the logical sequencing of ideas</td>
<td>sequence ideas and information in texts</td>
</tr>
<tr>
<td>• the purpose and context of communication</td>
<td>register in language use</td>
<td>apply appropriate social conventions in formal and informal contexts, eg use of titles with names</td>
</tr>
<tr>
<td>• formal and informal language, and when and where it is used</td>
<td>sociolinguistic conventions relating to everyday activities</td>
<td>use language and/or behaviour appropriate to social context, eg at mealtimes, accepting/declining invitations, on the phone <em>Diga.</em></td>
</tr>
</tbody>
</table>
Objective 2 – Understanding Texts

**Outcomes:**
A student:
2.1 understands and interprets information in texts using a range of strategies
2.2 conveys the gist of, and identifies specific information in, texts
2.3 summarises the main points of a text
2.4 draws conclusions from or justifies an opinion about a text
2.5 identifies the tone, purpose, context or audience of a text
2.6 identifies and explains aspects of the culture of Spanish-speaking communities in texts.

**Students learn about:**
- ways in which texts are constructed for specific purposes
- ways in which texts are formatted for particular purposes and effects
- ways of identifying relevant details in texts when listening or reading for specific information
- ways to infer meaning from text
- resources available to access, to enhance or to promote independent learning
- the effect of syntax on meaning
- cultural attitudes that add meaning to texts
- language used to express cultural values, and to represent people and cultures in texts
- colloquialisms and register in language use.

**Students learn to:**
- identify the tone, purpose, context or audience of a text
- explore the way text content is presented and how ideas and information are sequenced, eg headings, paragraphing, introductory sentences, topic shifts
- make judgements about the relevance of detail in understanding text, eg extracting ideas and issues referred to in text
- use contextual and other clues to infer meaning from text
- access available resources to assist comprehension of a text, eg dictionaries, word lists, glossaries, charts
- analyse ways in which words, phrases and sentences are constructed, eg how words are modified for grammatical effect Muchas/muchísimas gracias
- identify and discuss cultural influences in specific texts, eg newspapers, magazines, advertisements and films
- explain cultural references in texts, eg fiesta, siesta
- explain the use of words and expressions with particular cultural significance in texts, eg vocabulary and usage differences between Spanish-speaking countries El voseo, vosotros/ustedes.
Objective 3 – Producing Texts

**Outcomes:**
A student:
3.1 produces texts appropriate to audience, purpose and context
3.2 structures and sequences ideas and information
3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Spanish
3.4 applies knowledge of the culture of Spanish-speaking communities to the production of texts.

**Students learn about:**
- the structure and format of particular texts
- the purpose and context of a text and their influence on the choice of structure, format and vocabulary
- the logical sequencing of ideas in extended text
- application of known linguistic structures in new contexts
- language choices and their effect on intended meaning
- resources available to enhance and expand independent learning
- colloquialisms and register in language use.

**Students learn to:**
- present and organise information in ways appropriate to audience, context and purpose
- plan, draft and edit text
- sequence ideas and information in texts
- apply a range of vocabulary and linguistic structures across a range of contexts
- evaluate the accuracy and appropriateness of structures when constructing and editing text
- extend and refine their use of language, eg by using dictionaries, word lists and grammar references, accessing authentic texts in print and online
- use culturally appropriate vocabulary and expressions when creating and presenting texts, eg ¿Cómo está usted?/¿Qué tal? una chica/una tía.
8.2 Topics

The prescribed topics should be studied within two interdependent perspectives:

- the personal world
- the Spanish-speaking communities.

The two perspectives will enable students to develop knowledge and understanding of and skills in the Spanish language, linked to cultural values, attitudes and practices.

The perspective, the personal world, will enable students to use Spanish to express and share ideas about experiences and activities relating to daily life and transactions in their own world.

The perspective, the Spanish-speaking communities, will enable students to inquire about and to express ideas in order to undertake activities and transactions appropriately in one or more communities where Spanish is spoken.

Students will engage in the study of the prescribed topics through the interconnected themes of relationships, lifestyles and experiences. The prescribed topics provide an organisational focus so that tasks can be presented as a series of related learning experiences in cohesive contexts.

Topics

- Family life and home
- Neighbourhoods and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations

The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. The length of time devoted to each topic will vary according to the needs and interests of students and the availability of resources.
8.3  Texts

Texts for receptive use will not be prescribed. Students are encouraged to read, view and listen to a wide range of texts, including authentic texts. They may be expected to produce the following written texts in the external examination.

- article (eg for a school magazine)
- diary entry/journal entry
- email
- informal letter
- message
- note
- postcard
- report (eg of an excursion)
- script of a talk

8.4  Tasks

for your information

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student to work towards meeting the objectives and learning outcomes.

Tasks, broadly defined as opportunities for the purposeful use of language, must be selected and designed so that students can develop and demonstrate knowledge, skills and understanding at increasingly complex levels.

Tasks can be described as having five elements:
- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated or imaginary, and include aspects such as where, when and who is involved)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task and of the student’s overall cognitive development)
- an audience (at whom or to whom the task is targeted or directed).
8.5 Vocabulary

While there is no prescribed vocabulary list, it is expected that students will be familiar with a range of vocabulary relevant to the topics prescribed in the syllabus.

8.6 Dictionaries

Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions will be included in the List of Resources on the Board of Studies website. Further information will also be provided in the External Examinations section of the syllabus. Students may use monolingual and/or bilingual print dictionaries in external examinations.
8.7 Grammar

For your information

Throughout the Spanish Beginners course, students will learn about grammatical structures in context as they complement the content and organisation of individual programs.

The grammatical structures that will be defined are those that students will be expected to recognise and use by the end of the HSC course. They should be read in conjunction with the content of the syllabus. Grammar should be used to support the process of language acquisition and to facilitate communication, rather than being taught in isolation.

Consult

<table>
<thead>
<tr>
<th>Grammatical Items</th>
<th>Sub-elements</th>
<th>Example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns</td>
<td>gender</td>
<td>el niño, la niña, el amor</td>
</tr>
<tr>
<td></td>
<td>number</td>
<td>los niños, las niñas, las clases</td>
</tr>
<tr>
<td></td>
<td>compound nouns</td>
<td>el supermercado</td>
</tr>
<tr>
<td>Articles</td>
<td>definite</td>
<td>el, la, los, las</td>
</tr>
<tr>
<td></td>
<td>indefinite</td>
<td>un, una, unos, unas</td>
</tr>
<tr>
<td></td>
<td>contraction</td>
<td>al, del</td>
</tr>
<tr>
<td></td>
<td>the form lo + adjectives to express abstract ideas (receptive use only)</td>
<td>lo mejor de esta idea</td>
</tr>
<tr>
<td></td>
<td>used with generic nouns</td>
<td>me gustan las manzanas</td>
</tr>
<tr>
<td></td>
<td>with names and titles</td>
<td>el señor Suárez</td>
</tr>
<tr>
<td></td>
<td>with days of the week</td>
<td>el sábado, los domingos</td>
</tr>
<tr>
<td></td>
<td>omission of article, eg with profession</td>
<td>soy estudiante</td>
</tr>
<tr>
<td>Adjectives</td>
<td>agreement</td>
<td>el perro pequeño</td>
</tr>
<tr>
<td></td>
<td>gender</td>
<td>los gorros verdes</td>
</tr>
<tr>
<td></td>
<td>number</td>
<td>la casa blanca, el gran presidente</td>
</tr>
<tr>
<td></td>
<td>position</td>
<td>este, ese, aquel</td>
</tr>
<tr>
<td></td>
<td>demonstratives</td>
<td>mi, tu, su, nuestra, vuestros</td>
</tr>
<tr>
<td></td>
<td>possessives</td>
<td>¿cuántos...? ¿cual...? ¿qué...?</td>
</tr>
<tr>
<td></td>
<td>interrogatives</td>
<td>buen, mal, algún</td>
</tr>
<tr>
<td></td>
<td>apocopated (shortened)</td>
<td></td>
</tr>
<tr>
<td>Verbs</td>
<td>infinitive</td>
<td>cantar, beber, subir</td>
</tr>
<tr>
<td></td>
<td>regular conjugations</td>
<td>tomo, aprendemos, viven</td>
</tr>
<tr>
<td></td>
<td>common irregular conjugations</td>
<td>ser, ir, tener, hacer</td>
</tr>
<tr>
<td></td>
<td>auxiliaries</td>
<td>haber, estar</td>
</tr>
<tr>
<td></td>
<td>reflexives</td>
<td>llamarse, lavarse</td>
</tr>
<tr>
<td></td>
<td>impersonal forms</td>
<td>se habla español</td>
</tr>
<tr>
<td></td>
<td>progressive tenses: present</td>
<td>estoy cantando</td>
</tr>
<tr>
<td></td>
<td></td>
<td>estamos comiendo, estuve comiendo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>canto, bebo, subo</td>
</tr>
<tr>
<td></td>
<td>indicative mood: present</td>
<td></td>
</tr>
<tr>
<td>Grammatical Items</td>
<td>Sub-elements</td>
<td>Example(s)</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>imperfect</td>
<td>cantaba, bebía, subía</td>
<td></td>
</tr>
<tr>
<td>preterite</td>
<td>canté, bebi, subí</td>
<td></td>
</tr>
<tr>
<td>perfect</td>
<td>ha bebido</td>
<td></td>
</tr>
<tr>
<td>pluperfect (receptive use only)</td>
<td>había bebido</td>
<td></td>
</tr>
<tr>
<td>future</td>
<td>cantaré, beberé, subiré, ir a + infinitive</td>
<td></td>
</tr>
<tr>
<td>conditional (receptive use only)</td>
<td>cantaría, bebería, subiría</td>
<td></td>
</tr>
<tr>
<td>imperative mood:</td>
<td>¡escucha! ¡vengan aquí!</td>
<td></td>
</tr>
<tr>
<td>subjunctive mood:</td>
<td>¡Qué tengas buen viaje! venga</td>
<td></td>
</tr>
<tr>
<td>present (receptive use only)</td>
<td>Esperamos que haga buen tiempo. Si fuera/fuese más trabajador...</td>
<td></td>
</tr>
<tr>
<td>past (receptive use only)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Adverbs | location | aquí, allí, cerca, lejos |
|         | manner   | bien, mal, rápidamente |
|         | time     | siempre, nunca, ahora, tarde, temprano |
|         | quantity | mucho, muy, demasiado |
|         | comparative | más, menos |

| Numerals | cardinal | uno, dos |
|          | ordinal  | primer(o), segunda |
|          | quantities | dos kilos, cien gramos, un litro |
|          | time     | la una, las dos y media, las tres menos cuarto |

| Prepositions | simple | para, por, con, en |
|              | compound | al lado de, encima de, detrás de |
|              | verbs followed by a preposition | jugar a, acabar de |
|              | ‘a’ with direct objects which refer to people | quiero ver a mi madre |

| Pronouns | subject | yo, tú, él/ella, usted, nosotros |
|          | reflexive | vosotras, ellos, ustedes |
|          | direct object | me, te, se, nos, os |
|          | indirect object | lo(s), la(s) me, te, nos, os |
|          | double object (receptive use only) | me, te, le, nos, os, les |
|          | possessive | yo te lo doy |
|          | demonstrative | mío, tuyo, |
|          | indefinite | esto, eso, aquel |
|          | with prepositions | nadie/nada/varios/varias |
|          | use with imperatives | mí, ti, conmigo, contigo |
|          | ¡Lávate los dientes! |

| Interrogatives | ¿Por qué? ¿Quién? ¿Qué? ¿Cuándo? ¿Dónde? ¿Cómo? ¿Cuántos? |

| Conjunctions | y/e, o/u, pero, porque, ni ... ni |

| Interjections | ¡Hola!, ¡Oiga!, ¡Fatal! ¡Ay! |
9 Assessment and Reporting

for your information

9.1 Requirements and Advice

The information in this section of the syllabus relates to the Board of Studies’ requirements for assessing and reporting achievement in the Preliminary and HSC courses for the Higher School Certificate.

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes.

In the Preliminary and HSC courses those purposes include:
- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

Reporting refers to the Higher School Certificate documents that are used by the Board to report to students both the internal and external measures of achievement.

Higher School Certificate results comprise:
- **an assessment mark** derived from the mark submitted by the school and produced in accordance with the Board’s requirements for the internal assessment program
- **an examination mark** derived from the HSC external examinations
- **an HSC mark**, which is the average of the assessment mark and the examination mark
- **a performance band**, determined by the HSC mark.

Results will be reported using a course report containing a performance scale with bands describing standards of achievement in the course.

The use of both internal assessments and external examinations of student achievement allows measures and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment marks provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

The Board of Studies uses a standards-referenced approach to assessing and reporting student achievement in the Higher School Certificate.
The standards in the HSC are:
• the knowledge, skills and understanding expected to be learnt by students – the syllabus standards
• the levels of achievement of the knowledge, skills and understanding – the performance standards.

Both syllabus standards and performance standards are based on the aims, objectives, outcomes and content of a course. Together they specify what is to be learnt and how well it is to be achieved.

Teacher understanding of standards comes from the set of aims, objectives, outcomes and content in each syllabus together with:
• the performance descriptions that summarise the different levels of performance of the course outcomes
• HSC examination papers and marking guidelines
• samples of students’ achievement, collected in the Standards Packages.

9.2 Internal Assessment

The internal assessment mark submitted by the school will provide a summation of each student’s achievements measured at points throughout the course. The marks for each course cohort at a school should reflect the rank order of students and relative differences between students’ achievements.

Internal assessment provides a measure of a student’s achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone. The assessment components and weightings to be applied to internal assessment are identified on pages 32–33. They ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

9.3 External Assessment

In Stage 6 Spanish Beginners the external examination consists of an oral examination and a written examination. The specifications for the HSC examination in Spanish Beginners are on page 34.

The external examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting.

The external examination and its marking and reporting will relate to syllabus standards by:
• providing clear links to syllabus outcomes
• enabling students to demonstrate the levels of achievement outlined in the course performance scale
• applying marking guidelines based on established criteria.
9.4 Board Requirements for the Internal Assessment Mark in Board Developed Courses

The Board requires schools to submit an assessment mark for each candidate in the HSC Spanish Beginners course. The Board requires that the assessment tasks used to determine the internal assessment mark must comply with the components and weightings specified in the table on page 33.

The collection of information for the HSC internal assessment mark must not begin prior to the completion of the Preliminary course.

Schools are required to develop an internal assessment program that:
• specifies the various assessment tasks and the weightings allocated to each task
• provides a schedule of the tasks designed for the whole course.

The standards-referenced approach to assessment for the HSC involves schools ensuring that:

in the design and marking of tasks
• assessment tasks are designed to focus on outcomes
• the types of assessment tasks are appropriate for the outcomes being assessed
• students are given the opportunity to demonstrate their level of achievement of the outcomes in a range of different task types
• tasks reflect the weightings and components specified in the relevant syllabus
• students know the assessment criteria before they begin a task
• marking guidelines for each task are linked to the standards by including the wording of syllabus outcomes and relevant performance descriptions
• marks earned on individual tasks are expressed on a scale sufficiently wide to reflect adequately the relative differences in student performances.

in feedback and reporting
• students get meaningful feedback about what they are able to do and what they need to do in order to improve their level of performance
• the ranking and relative differences between students result from different levels of achievement of the specified standards
• marks submitted to the Board for each course are on a scale sufficiently wide to reflect adequately the relative differences in student performances.

Note that:
– measures of objectives and outcomes that address values and attitudes should not be included in school-based assessments of students’ achievements. As these objectives are important elements of any course, schools may decide to report on them separately to students and parents, perhaps using some form of descriptive statements
– measures that reflect student conduct should not be included.
9.5 Assessment Components and Weightings

**Preliminary Course**
The suggested components and weightings for the Preliminary course are set out below. There should be a balance between the assessment of knowledge and understanding outcomes, skills outcomes and course content.

- consult

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
<th>Suggested tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>35</td>
<td>interviews, role-plays</td>
</tr>
<tr>
<td><em>Objective 1: Interacting</em></td>
<td></td>
<td>listen and respond to advertisements, announcements, messages, conversations, interviews, news items</td>
</tr>
<tr>
<td><em>Objective 2: Understanding texts</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>35</td>
<td>interact via messages, notes, emails</td>
</tr>
<tr>
<td><em>Objective 1: Interacting</em></td>
<td></td>
<td>read and respond to advertisements, extracts from newspapers, magazines, reports, surveys etc</td>
</tr>
<tr>
<td><em>Objective 2: Understanding texts</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>15</td>
<td>oral presentations</td>
</tr>
<tr>
<td><em>Objective 1: Interacting</em></td>
<td></td>
<td>interviews, role-plays</td>
</tr>
<tr>
<td><em>Objective 3: Producing texts</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>15</td>
<td>interact via messages, notes, emails</td>
</tr>
<tr>
<td><em>Objective 1: Interacting</em></td>
<td></td>
<td>produce different kinds of writing, eg article, diary entry, informal letter, postcard, report, script of a talk</td>
</tr>
<tr>
<td><em>Objective 3: Producing texts</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
HSC Course

The mandatory components and weightings are set out below. The internal assessment mark for the HSC Spanish Beginners course is to be based on the HSC course only. There must be a balance between the assessment of knowledge and understanding outcomes, skills outcomes and course content.

consult

HSC Course

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
<th>Suggested tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>30</td>
<td>interviews, role-plays</td>
</tr>
<tr>
<td><strong>Objective 1: Interacting</strong>&lt;br&gt;<strong>Objective 2: Understanding texts</strong></td>
<td></td>
<td>listen and respond to advertisements, announcements, messages, conversations, interviews, news items</td>
</tr>
<tr>
<td>Reading</td>
<td>30</td>
<td>interact via messages, notes, emails</td>
</tr>
<tr>
<td><strong>Objective 1: Interacting</strong>&lt;br&gt;<strong>Objective 2: Understanding texts</strong></td>
<td></td>
<td>read and respond to advertisements, extracts from newspapers, magazines, reports, surveys etc</td>
</tr>
<tr>
<td>Speaking</td>
<td>20</td>
<td>oral presentations</td>
</tr>
<tr>
<td><strong>Objective 1: Interacting</strong>&lt;br&gt;<strong>Objective 3: Producing texts</strong></td>
<td></td>
<td>interviews, role-plays</td>
</tr>
<tr>
<td>Writing</td>
<td>20</td>
<td>interact via messages, notes, emails</td>
</tr>
<tr>
<td><strong>Objective 1: Interacting</strong>&lt;br&gt;<strong>Objective 3: Producing texts</strong></td>
<td></td>
<td>produce different kinds of writing, eg article, diary entry, informal letter, postcard, report, script of a talk</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

One task may be used to assess several components. It is suggested that 3–5 tasks are sufficient to assess the HSC course outcomes.
9.6  HSC External Examination Specifications

The external examination in Spanish Beginners consists of:
- an oral examination (20 marks)
- a written examination (80 marks).

**Oral Examination (approximately 5 minutes) (20 marks)**

**Purpose**

The oral examination is used to assess the candidate’s knowledge and skills in interacting in Spanish. It relates to Outcomes 1.1, 1.2 and 1.3.

**Specifications**

The oral examination will consist of a general conversation between the candidate and an examiner. In the conversation, the candidate and the examiner will discuss the candidate’s personal world as it relates to the prescribed topics.

**Written Examination (2\(\frac{1}{2}\) hours plus 10 minutes reading time)**

**Section I: Listening (approximately 40 minutes) (30 marks)**

**Purpose**

Section I of the written examination is designed primarily to assess the candidate’s knowledge and skills in responding to spoken text. It relates to Outcomes 2.1, 2.2, 2.3, 2.4 and 2.5.

**Specifications**

Section I: Listening will consist of 10–15 questions. Each question will relate to one recorded text and may include parts. The examination will include a range of question types and may include multiple-choice, short-answer, completion of a table, list or form. The texts will relate to the topic areas prescribed in the syllabus. The total listening time for one reading of all texts without pauses will be approximately 7–8 minutes.

Each text will be read twice. There will be a short pause between the first and second readings in which candidates may make notes. Candidates will be given sufficient time after the second reading to complete their responses. Questions will be phrased in English for a response in English.
Section II: Reading

(30 marks)

Purpose

Section II: Reading is designed primarily to assess the candidate’s knowledge and skills in responding to written text. It relates to Outcomes 2.1, 2.2, 2.3, 2.4 and 2.5.

Specifications

Section II: Reading will consist of 4–6 questions, each based on a text in Spanish. Questions may include parts. Texts will be different in style and purpose, and of varying length and difficulty. The texts will be related to the topic areas prescribed in the syllabus. The questions on the texts will be written in English for responses in English.

The total length of all texts will be 800–1000 words.

Section III: Writing in Spanish

(20 marks)

Purpose

Section III: Writing is designed primarily to assess the candidate’s ability to produce written text for a specific audience, purpose and context. It relates to Outcomes 1.1, 1.2 and 1.3, and 3.1, 3.2 and 3.3.

Specifications

Part A (10 marks)
Part A will consist of two writing tasks. The text types for the responses will be drawn from those listed in the syllabus. Questions will be written in English but may also involve stimulus material written in Spanish. The questions will be related to the topics prescribed in the syllabus. The first task will be shorter in length and will have a weighting of no less than 3 marks; the second task will be longer in length and will have a weighting of no more than 7 marks.

The total length of the texts for Part A will be approximately 125–175 words.

Part B (10 marks)
Candidates will be required to write one extended response in Spanish. The text type for the response will be drawn from the list of productive text types in the syllabus. There will be a choice of two questions. The questions will be related to the topics prescribed in the syllabus. Questions will be phrased in Spanish and English for a response in Spanish. The same type of task will be required for both questions, with two different topics.

The length of the text for Part B will be approximately 125–175 words.
### 9.7 Summary of External and Internal HSC Assessment

<table>
<thead>
<tr>
<th><strong>External Examination</strong></th>
<th><strong>Weighting</strong></th>
<th><strong>Internal Assessment</strong></th>
<th><strong>Weighting</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral Examination:</strong></td>
<td></td>
<td><strong>Speaking</strong></td>
<td></td>
</tr>
<tr>
<td>Objective 1: Interacting</td>
<td>20</td>
<td>Objective 1: Interacting</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Objective 3: Producing Texts</td>
<td></td>
</tr>
<tr>
<td><strong>Written Examination:</strong></td>
<td></td>
<td><strong>Listening</strong></td>
<td></td>
</tr>
<tr>
<td>Section I: Listening</td>
<td>30</td>
<td>Objective 1: Interacting</td>
<td>30</td>
</tr>
<tr>
<td>Objective 1: Understanding</td>
<td></td>
<td>Objective 2: Understanding Texts</td>
<td></td>
</tr>
<tr>
<td>Texts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section II: Reading</td>
<td>30</td>
<td>Objective 1: Interacting</td>
<td>30</td>
</tr>
<tr>
<td>Objective 2: Understanding</td>
<td></td>
<td>Objective 2: Understanding Texts</td>
<td></td>
</tr>
<tr>
<td>Texts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section III: Writing in Spanish</td>
<td></td>
<td>Objective 1: Interacting</td>
<td>20</td>
</tr>
<tr>
<td>Objective 1: Interacting</td>
<td></td>
<td>Objective 3: Producing Texts</td>
<td></td>
</tr>
<tr>
<td>Objective 3: Producing Texts</td>
<td></td>
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<td></td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>100</strong></td>
<td><strong>Total:</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

### 9.8 Summary of Examination Specifications

<table>
<thead>
<tr>
<th><strong>ORAL EXAMINATION</strong></th>
<th><strong>Time allocation – approximately 5 minutes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversation</td>
<td>Objective 1: Interacting&lt;br&gt;Outcomes: 1.1, 1.2, 1.3&lt;br&gt;Unscripted, general conversation with an examiner. Topics to reflect syllabus.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WRITTEN EXAMINATION</strong></th>
<th><strong>Time allocation – 2 1/2 hours (plus 10 minutes reading time)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I: Listening</td>
<td>Objective 2: Understanding texts&lt;br&gt;Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5&lt;br&gt;Unscripted, general conversation with an examiner. Topics to reflect syllabus.</td>
</tr>
<tr>
<td>Section II: Reading</td>
<td>Objective 2: Understanding texts&lt;br&gt;Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5&lt;br&gt;Unscripted, general conversation with an examiner. Topics to reflect syllabus.</td>
</tr>
<tr>
<td>Section III: Writing in Spanish</td>
<td>Objectives 1 and 3: Interacting, Producing texts&lt;br&gt;Outcomes: 1.1, 1.2, 1.3, 3.1, 3.2, 3.3&lt;br&gt;Part A – two short responses&lt;br&gt;Part B – an extended response&lt;br&gt;Total: approximately 250–350 words</td>
</tr>
<tr>
<td><strong>Total time allocation</strong></td>
<td>5 minutes (oral examination), 2 1/2 hours plus 10 minutes reading time (written examination).</td>
</tr>
</tbody>
</table>
9.9 Reporting Student Performance against Standards

Student performance in an HSC course is reported against standards on a course report. The course report includes a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, the examination mark and the internal assessment mark. It also shows, graphically, the statewide distribution of examination marks of all students in the course.

Each band on the performance scale (except for band 1) includes descriptions that summarise the attainments typically demonstrated in that band.

The distribution of marks is determined by students’ performances against the standards and is not scaled to a predetermined pattern of marks.
10 Post-school Opportunities

for your information

The study of Spanish provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Spanish assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

Recognition of Student Achievement

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses at TAFE NSW or other Registered Training Organisations (RTOs).

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and industry training packages endorsed within the AQF. Training packages are documents that link an industry’s competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website (www.ntis.gov.au).

Recognition by TAFE NSW

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the TAFE NSW Handbook. Under current arrangements, the recognition available to students of Spanish in relevant courses conducted by TAFE is described in the HSC/TAFE Credit Transfer Guide. This guide is produced by the Board of Studies and TAFE NSW. Teachers should refer to this guide and be aware of the recognition available to their students through the study of Spanish Stage 6. This information can be found on the TAFE NSW website (www.det.nsw.edu.au/hsctafe).
11 Glossary

consult

culture the social practices of a particular people or group, including shared language, beliefs, values, knowledge, customs and lifestyle.

dialect a regional or social variety of a language distinguished by pronunciation, grammar, or vocabulary, especially a variety of speech differing from the standard literary language or speech pattern of the culture in which it exists.

objectives statements of the intention of studying a subject. They provide direction to teachers on the teaching and learning process emerging from the syllabus. They define in broad terms the knowledge, understanding and skills to be developed through study in the subject. They act as organisers for the intended outcomes.

outcomes the specific intended results of each course. They provide specific statements of the knowledge, understanding, skills, and values and attitudes, including key competencies, that each student is expected to achieve by the end of the Preliminary and HSC courses, as a result of effective teaching and learning.

text the actual wording of anything spoken or written.

texts communications of meaning produced in any medium that incorporates language, including sound, print, film, electronic and multimedia representations. Texts include written, spoken, nonverbal and visual communication of meaning. They may be extended, unified works or series of related topics.
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Spanish Beginners

Introduction

This document contains the draft specimen examination paper for the 2008 Higher School Certificate examination in Spanish Beginners. 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 draft specimen paper shows the format of the HSC examination for the revised syllabus. As is currently the case, the Spanish Beginners written examination will be divided into three sections that correspond to the macro skills of Listening, Reading and Writing.

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 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 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. Instructions have been standardised, and the demands of the questions are explicit. Key words in questions, such as ‘discuss’, ‘analyse’, and ‘explain’, have been used consistently in accordance with the glossary definitions published in the Board’s Assessment Support Document.

This draft specimen paper is an 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. An overview of a range of possible questions can be accessed by viewing all the Languages Beginners specimen examination papers.

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

- Students have two and a half hours to complete the examination, in addition to the 10 minutes reading time. Once the recorded examination for Section I is completed, students may use the remaining time to complete the rest of the paper as they wish. All sections of the paper will be collected at the end of the examination.
- In Sections I and II, students will listen to and read a wide range of texts appropriate to the context. The texts that students will be expected to produce will be from those prescribed in the syllabus.
- In Section III, Part A, stimulus material may or may not be included.
- Rubrics, reflecting syllabus outcomes, indicate the general criteria for judging performance and have been placed at the beginning of Section III Part B of the paper to indicate clearly the way in which responses to questions will be assessed.
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, 21 and 23

Total marks – 80

Section I  Pages 2–5
30 marks
• Attempt Questions 1–11
• This section should take approximately 40 minutes

Section II  Pages 9–18
30 marks
• Attempt Questions 12–16
• Allow about 1 hour for this section

Section III  Pages 21–24
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 17–18

Part B – 10 marks
• Attempt Question 19
Section I — Listening

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

You will hear 11 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.

**Question 1** (1 mark)

What type of text is this?

- (A) Advertisement
- (B) News item
- (C) Phone message
- (D) Speech

**Question 2** (1 mark)

What is the relationship between these two people?

- (A) Brother and sister
- (B) Employer and secretary
- (C) Father and daughter
- (D) Male and female friends

**Question 3** (2 marks)

Who would be most likely to respond to this advertisement?

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<table>
<thead>
<tr>
<th>Question 4 (2 marks)</th>
<th>Marks</th>
</tr>
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<tbody>
<tr>
<td>Why does the man decide to stay at the Hotel San Miguel?</td>
<td>2</td>
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<td>………………………………………………………………………………………………</td>
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</tbody>
</table>

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<tr>
<th>Question 5 (2 marks)</th>
<th>Marks</th>
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<tbody>
<tr>
<td>Why is the teacher not happy?</td>
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<td>………………………………………………………………………………………………</td>
<td></td>
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<thead>
<tr>
<th>Question 6 (3 marks)</th>
<th>Marks</th>
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</thead>
<tbody>
<tr>
<td>How does Christine decide on which school sport to do?</td>
<td>3</td>
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<tr>
<td>………………………………………………………………………………………………</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 7 (3 marks)</th>
<th>Marks</th>
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</thead>
<tbody>
<tr>
<td>Why might the girl buy the student pass?</td>
<td>3</td>
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<tr>
<td>………………………………………………………………………………………………</td>
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</tbody>
</table>
Question 8 (3 marks)
Why is Peter satisfied with his mother’s suggestion?
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Question 9 (4 marks)
(a) Why does Olivia ring Anthony?
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(b) What has Anthony misunderstood?
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Question 10 (4 marks)
(a) Who is giving this speech?
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(B) The P&C president

(C) The school principal

(D) The Year Adviser

(b) How will the success of this event be measured?
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Question 11 (5 marks)

Explain how the two speakers reached their decision.

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You may now proceed to Section II
Read the text, then answer the question that follows.

**UNA CLASE CON CLASE**

¿Quieres mantenerte en forma? ¿El jogging es muy aburrido? ¿No te gustan los gimnasios?

¡Entonces, anótate en nuestras clases de baile!

- Clases de una hora
- Aire acondicionado
- Combinación de baile y ejercicios aeróbicos
- Principiantes y avanzados
- Varios tipos de música
- Pérdida de peso
- Muy divertido
- Sólo 4 euros la clase

Para la clase más cerca de tu casa, llama al 01 42 03 14 81

Why would people be attracted to this advertisement?

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2
Question 13 (5 marks)

Read the text, then answer the questions that follow.

**RECOGEDORES DE FRUTAS**

Experimenta la vida de campo. Trabajarás alrededor de 6 horas al día, empezando temprano y terminando al mediodía. No necesitas experiencia porque el dueño de la quinta te enseñará todo lo que tengas que hacer. Pero sí necesitas tener buena salud y la capacidad de trabajar durante los días calurosos.

Te ofrecemos una habitación, pero a veces tendrás que compartirla con otros trabajadores. Te ofrecemos también tres comidas al día. También tendrás la oportunidad de cocinar comida típica de tu país para los dueños de la quinta, y enseñarles algunas palabras de tu propio idioma. También podrás ser un buen embajador de tu país.

Además tu español mejorará y tu paga diaria será de 50 euros.

**TRABAJO EN UN CENTRO TURÍSTICO DE ESQUI**

¡PRACTICA EL ESQUI GRATIS EN TUS DIAS LIBRES!

Hay muchos trabajos para los mochileros en los centros turísticos de esquí como conductores de autobuses, personal de servicio, cocineros, operadores de máquinas para hacer nieve, personas para cuidar niños y por supuesto instructores. Se requiere experiencia previa para algunos de estos trabajos. Muchos de estos puestos son muy competitivos.

La probabilidad de conseguir un trabajo es mucho mejor si puedes hablar otra lengua, ya que muchos esquiadores vienen de otros países.

Te ofrecemos ropa y vivienda gratis, y tu paga diaria será en euros. Tendrás que tener la capacidad de trabajar por las noches hasta tarde y también cuando haga frío.

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*Question 13 continues on page 11*
Question 13 (continued)

a) What are the requirements for the first job?  
Employees must:

(A) be a good cook. □
(B) have previous experience. □
(C) be available both mornings and afternoons. □
(D) tolerate hot conditions. □

(b) What opportunities are provided to exchange cultures in the first job?  
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(c) According to the second advertisement, how difficult is it to obtain work?  
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End of Question 13
Question 14 (6 marks)

Read the text, then answer the questions that follow.

Querida Alicia:

Mi año de intercambio escolar está casi por terminar. Pasó tan rápido. Sé que mi japonés ha mejorado mucho porque ahora puedo entender los anuncios en la estación de trenes. Sé que estoy en año 11 de la escuela superior, pero ha sido un gran logro para mí.

Ayer fue otro día normal. Me levanté a las 7 y tuve mi desayuno diario de tostadas gruesas japonesas antes de ir a la escuela. Los metros estaban llenos de gente, y las tiendas apenas habían abierto. ¡Y era el día de Navidad!

Se sabía que era Navidad únicamente porque se podían ver los enormes árboles de Navidad en los grandes almacenes. Me sentí mejor al verlos. Fuí a comprar lindos regalos para mi familia japonesa, pero me sorprendí al no recibir nada. Creo que mis padres japoneses se sorprendieron también, y estaban un poquito avergonzados, porque regalos se dan sólo a los niños pequeños.

El gran día es en realidad la Nochebuena, que se supone es muy romántico. Las parejas jóvenes salen a cenar a buenos restaurantes y al cine, y se los puede ver caminar bajo la fantástica iluminación de Tokio. ¡Yo lamentablemente no tengo novio! Los japoneses también comen pasteles blancos de Navidad en esta ocasión. Mis amigos y yo comimos pasteles en la escuela, que me gustaron mucho, pero realmente lo que hubiese querido es tener una gran cena de Nochebuena con mi familia. La Navidad japonesa es tan diferente de la nuestra, aunque la nieve sea linda.

Nos vemos cuando vuelva a Paraguay en febrero.

Carmen

(a) What evidence is there that Carmen’s Japanese has improved?  

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Question 14 continues on page 13
Question 14 (continued)

(b) Explain why the giving of presents was a problem for both Carmen and her Japanese host family.

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(c) How did the writer feel about this time of the year?

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End of Question 14
Question 15 (8 marks)

Read the text, then answer the questions that follow.

UN MILAGRO EN ECUADOR

Tres años atrás un médico australiano llegó a un pequeño pueblo en el centro de Ecuador. 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 esta experiencia inolvidable, era la sinceridad y el espíritu de esa gente, la variedad de las comidas, y especialmente la bondad de la familia Lopez.

Pero al llegar, descubrió realmente una tragedia. 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 milagrosa. Dos años después, tras dos operaciones en Australia, el pequeño niño escuchó la voz de su madre por primera vez. Hoy ya puede apreciar la música, comprende el español y el inglés, y el milagro mayor – habla. ¡Un doctor de vacaciones en Ecuador logró cambiar por completo la vida de este niño!

(a) Why was the Australian doctor in Ecuador?

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(b) What did he wish to share with his wife?

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Question 15 continues on page 15
Question 15 (continued)

(c) What tragedy had occurred in his friends’ family?  
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(d) Explain the significance of the title.  
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End of Question 15
A Paco, encargado del Albergue Juvenil "Los Pajaritos"

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.

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.

Espero tu respuesta,

Miguel
Querido Miguel:

Gracias por tu mensaje con respecto a tu estancia en el Albergue Juvenil "Los Pajaritos". Estoy contento de que te hayas gustado muchos aspectos de tu estancia. Siento mucho que hayas tenido problemas con el tipo de habitación, con el ascensor y con la ducha.

Nuestro ordenador indica que cuando tú hiciste 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.

Lamentablemente, no podemos devolverte ningún dinero. Sin embargo, si vuelves, te daremos un 10 por ciento de descuento y el desayuno gratis.

Saludos,
Paco

(a) Why did Miguel Rodriguez write the email?

   (A) To complain about the hotel room  
   (B) To make another booking  
   (C) To confirm accommodation details  
   (D) To request tourist advice

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Question 16 (continued)

(b) To what extent was he satisfied with his booking?

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(c) Comment on the way Paco Pillar has responded to the email.

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End of Question 16
Question 17 (4 marks)

You have just moved house. Write a note in Spanish to your Venezuelan friend describing how to get there. (Write approximately 50 words in SPANISH.)

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— 21 —

2008 Draft HSC Specimen Paper
¡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!
Question 19 (10 marks)

Write approximately 150 words in SPANISH on ONE of the following topics.

(a) Estás de regreso de unas vacaciones de uno de los países donde se habla español. Escribe una charla sobre tu experiencia en las vacaciones para presentar en la escuela.

You have just returned from a holiday in a Spanish-speaking country. Write the script of a short talk you are to give to your Spanish class describing this experience/holiday.

OR

(b) Eres un estudiante de intercambio en el Perú. Escribe una charla que vas a dar en la asamblea del colegio sobre tu experiencia en el estudio del español y cómo lo piensas usar en el futuro.

You are an exchange student in Peru. Write the script of a talk you are to give at a school assembly about your experience of studying Spanish and how you plan to use it in the future.

Question attempted 19 ( )

Question 19 continues on page 24
Question 19 (continued)

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End of paper
Spanish Beginners
(Section I — Listening)

Transcript
Question 1

**FEMALE:** Los jóvenes están poniendo peso. Vuelven a casa de la escuela y juegan en el ordenador por horas y horas, y después de la cena se sientan a mirar la tele. Los médicos recomiendan que los niños hagan ejercicio tres veces por semana ¿Por qué no te haces socio del gimnasio. Tenemos un programa especial para los jóvenes. Hay precios especiales para familias.

Question 2

**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 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. Se necesita personal que pueda hablar varias lenguas. Para más información, visite nuestro sitio en la red: www.aeropuertodutyfree.es

Question 4

**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:** No sé. ¿Puedo quedarme hasta después del mediodía?
**FEMALE:** Mmmmm, de acuerdo. ¿Su nombre por favor?
Question 5

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

**FEMALE:** Es la hora de la comida. ¿Por qué no me has preguntado en clase?

**MALE:** Me olvidé, lo siento.

**FEMALE:** Lo haré mañana. Ahora estoy almorzando.

**MALE:** Pero quiero mandar esta carta hoy.

**FEMALE:** Has tenido toda la mañana 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 6

**MALE:** Hola Cristina. ¿Vas a elegir baloncesto como deporte?

**FEMALE:** No estoy segura, Pablo. Me encanta el baloncesto, pero ya lo practico fuera del colegio. Un deporte diferente sería lo mejor, ¿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 lección. ¿Qué te parecen los bolos entonces? Es verano y la bolera tiene aire acondicionado.

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

**FEMALE:** ¿Qué? Eso es muy caro. Esto se está volviendo difícil. Ya sé, el baile parece muy divertido y me gustaría aprenderlo.

**MALE:** No, necesitas experiencia porque están en plena competición.

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

Question 7

**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. ¿Son estudiantes?

**FEMALE:** Sí, somos estudiantes de Australia.

**MALE:** Bien, os conviene comprar un pase estudiantil para tres días por sólo 4 euros. Con eso puedes visitar todos los monumentos y museos en Granada.

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

**MALE:** Seguro. Puedes comprar el pase en la oficina de turismo. Si vas ahora mismo, entrarás antes que yo.
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 último momento.

MALE: No es culpa mía. Por la noche no puedo usar el internet porque tú o papi 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

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 Enrique Iglesias este sábado. ¿Quieres venir?

MALE: Me encantaría. ¿No vas con 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. Quería saber si tú podrías venir, después voy a llamar a Jorge.

MALE: ¡Mira! Jorge es mi mejor amigo. No pienso que sea una buena idea. Se va a enfadar conmigo.

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 10
FEMALE: ¡Buenos días a todos! Como directora me da mucho placer proponerles la organización de un día multicultural. Nuestra coordinadora del año 11 ha dicho que no tiene que ser demasiado complicado y la profesora de lenguas dijo que lo importante es que todos colaboremos.
Tendremos grupos musicales y de baile de diversos países para representar a todas nuestras culturas, por ejemplo, un grupo flamenco de España y el baile del dragón de la China y muchos más, ya que tenemos familias árabes, italianas, griegas, japonesas, chinas y latinoamericanas. El Presidente de la Asociación de Padres nos aseguró que toda nuestra comunidad va a participar. Además de contar con la cooperación de toda la escuela, otro propósito de este día es el de ayudar a todos los participantes a tener una perspectiva más positiva de los demás países del mundo y a aceptar más nuestras diferencias.

Question 11
FEMALE: Escucha... ¿Quién te parece sería mejor capitán para la escuela, Lola o Ricardo?
MALE: No lo sé, es muy difícil. Lola es una buena persona y es muy simpática.
FEMALE: Bueno, por lo general, ella es simpática, pero a muchas personas no les gusta. Sin embargo, es muy estudiosa. Me gustó mucho lo que dijo en la asamblea el otro día.
MALE: Sí, pero era demasiado serio. Lo que dijo Ricardo fue tan chistoso. Todos se estaban riendo.
FEMALE: Sí, Ricardo es divertido, popular y juega para la escuela en tantos deportes: baloncesto, tenis, fútbol....
MALE: Pero siempre viene tarde al entrenamiento. 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? Ricardo, por supuesto, fue el mejor bailarín.
MALE: Sí, el baile y el deporte. Eso es lo que Ricardo prefiere.
FEMALE: Pero el capitán de la escuela tiene que tener sentido común, yo pienso.
MALE: Supongo que tienes razón. Bien ¡Ya está decidido!
Section I — Listening

Question 1

Outcomes assessed: H2.1, H2.5

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• (A)</td>
<td>1</td>
</tr>
</tbody>
</table>

Question 2

Outcomes assessed: H2.1

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• (A)</td>
<td>1</td>
</tr>
</tbody>
</table>
Question 3

Outcomes assessed: H2.1, H2.5

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Presents a detailed explanation of the necessary qualities of potential employees</td>
<td>2</td>
</tr>
<tr>
<td>• Provides some relevant information</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
An inexperienced person looking for weekend work and who can speak other languages.

Question 4

Outcomes assessed: H2.2

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explains why the man decides to stay at the hotel</td>
<td>2</td>
</tr>
<tr>
<td>• Provides a limited explanation</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
Breakfast is included and he can check out after lunch.

Question 5

Outcomes assessed: H2.3, H2.4

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provides a clear explanation of the teacher’s annoyance</td>
<td>2</td>
</tr>
<tr>
<td>• Provides some relevant information</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
The teacher is annoyed because the student wants urgent help with a letter. He forgot to ask in class and now the teacher can’t have her lunch.
Question 6

Outcomes assessed: H2.2, H2.4

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a comprehensive understanding of how Christine reached her decision</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrates some understanding of how Christine reached her decision</td>
<td>2</td>
</tr>
<tr>
<td>Provides some relevant information</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
Christine bases her choice of sport on a number of factors, including wanting to do a new sport, practice-time, avoiding the heat of summer and cost. Ultimately she decides on basketball, even though she plays it already.

Question 7

Outcomes assessed: H2.3, H2.4

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates comprehensive understanding of the reasons for buying a student pass</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrates some understanding of the reasons for buying a student pass</td>
<td>2</td>
</tr>
<tr>
<td>Provides some relevant information about the student pass</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
The student can buy a 3-day pass for all the museums and monuments in Granada and save money. Also, she won’t have to line up to buy a ticket.

Question 8

Outcomes assessed: H2.2, H2.4

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a comprehensive understanding of what Peter means</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrates an understanding of what Peter means</td>
<td>2</td>
</tr>
<tr>
<td>Provides some relevant information</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
By this Peter is implying that he is still not really happy with only having one hour’s access to the internet every night. The connection is too slow and therefore he needs more time to complete his assignments.
Question 9 (a)

Outcomes assessed: H2.1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies why Olivia rings Anthony</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
Olivia rings to invite Anthony to a concert.

Question 9 (b)

Outcomes assessed: H2.3, H2.4

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a comprehensive understanding of what Antonio misunderstood</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrates an understanding of what Antonio misunderstood</td>
<td>2</td>
</tr>
<tr>
<td>Provides some relevant information</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
Anthony thinks that Olivia wants to go out on a date with him, whereas she is just trying to organise transport to the concert for herself and her boyfriend George, who is also Anthony’s best friend. Olivia is not allowed to travel by train late at night and George doesn’t have a car, but Anthony does, so she rings him to invite him along.

Question 10 (a)

Outcomes assessed: H2.1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>(C)</td>
<td>1</td>
</tr>
</tbody>
</table>
Question 10 (b)

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

**MARKING GUIDELINES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates a thorough understanding of the text by providing most</td>
<td>3</td>
</tr>
<tr>
<td>relevant details</td>
<td></td>
</tr>
<tr>
<td>• Identifies some of the text with some detail</td>
<td>2</td>
</tr>
<tr>
<td>• Identifies some relevant information</td>
<td>1</td>
</tr>
</tbody>
</table>

*Sample answer:*

Hopefully the whole school community will be involved and as a consequence participants will have a more positive view of other countries and will be more tolerant of their differences.

Question 11

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

**MARKING GUIDELINES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provides a comprehensive explanation of how the two speakers reach</td>
<td>5</td>
</tr>
<tr>
<td>their decision</td>
<td></td>
</tr>
<tr>
<td>• Provides an explanation of how the two speakers reach their decision</td>
<td>3–4</td>
</tr>
<tr>
<td>• Provides a limited explanation</td>
<td>1–2</td>
</tr>
</tbody>
</table>

*Sample answer:*

They both agree that they need a sensible school captain. Even though some people don’t like her, they choose Lola because she gives good speeches, helps organise events and is punctual. Although Richard is fun and popular, he is only good at sports and dancing and so would not make a good captain.
Section II — Reading

Question 12

Outcomes assessed: H2.1, H2.5

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explains in detail why people would be attracted to the advertisement</td>
<td>2</td>
</tr>
<tr>
<td>• Provides a limited explanation for the attraction</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
It is a fun way to get fit and lose weight cheaply in an air-conditioned centre. It also caters for beginners and advanced.

Question 13 (a)

Outcomes assessed: H2.2

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• (D)</td>
<td>1</td>
</tr>
</tbody>
</table>

Question 13 (b)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates understanding of the opportunities</td>
<td>2</td>
</tr>
<tr>
<td>• Provides some relevant information</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
Farm workers can cook some national dishes for the farmers or teach them a few words of their own language. It’s also a good chance to be an ambassador for their home country.
Question 13 (c)

Outcomes assessed: H2.4

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates understanding of the competitiveness</td>
<td>2</td>
</tr>
<tr>
<td>• Provides some relevant information</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
It is competitive and previous experience is sometimes necessary. You really need to speak another language. You must also be able to work late and tolerate cold conditions.

Question 14 (a)

Outcomes assessed: H2.2

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifies how Carmen’s Japanese has improved</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
She can now understand the train announcements.

Question 14 (b)

Outcomes assessed: H2.2, H2.3

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates a detailed understanding of the problem</td>
<td>2</td>
</tr>
<tr>
<td>• Identifies some relevant references from the text</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
Carmen was surprised that she didn’t receive any presents. Her host parents were embarrassed, as they had nothing to give her.
Question 14 (c)

Outcomes assessed: H2.1, H2.4

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates a good understanding of the writer’s feelings</td>
<td>3</td>
</tr>
<tr>
<td>• Supports the answer with relevant evidence from the text</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates some understanding of the writer’s feelings</td>
<td>2</td>
</tr>
<tr>
<td>• Provides some relevant evidence from the text</td>
<td></td>
</tr>
<tr>
<td>• Identifies some aspects of the writer’s feelings</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:

Carmen was quite sad that she didn’t get any presents and she had to go to school. She did feel better by seeing Christmas trees in the stores and having cake with her friends.

Question 15 (a)

Outcomes assessed: H2.2

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifies the reason why the doctor was in Ecuador</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:

He was on holiday.

Question 15 (b)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifies in detail what the doctor wished to share with his wife</td>
<td>2</td>
</tr>
<tr>
<td>• Identifies in some detail what the doctor wished to share with his wife</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:

His memories of his visit to a small Ecuadorian village when he was 18, for example, the sincerity and spirit of the people of the village.
Question 15 (c)

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

**MARKING GUIDELINES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explains in detail the tragedy that had occurred in his friends’ family</td>
<td>2</td>
</tr>
<tr>
<td>• Explains in some detail the tragedy that had occurred in his friends’ family</td>
<td>1</td>
</tr>
</tbody>
</table>

*Sample answer:*

Their 2-year-old son was deaf and therefore not able to follow his father’s profession.

Question 15 (d)

*Outcomes assessed: H2.4*

**MARKING GUIDELINES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates an excellent understanding of the link between the text and the title</td>
<td>4</td>
</tr>
<tr>
<td>• Demonstrates a good understanding of the link between the text and the title</td>
<td>3</td>
</tr>
<tr>
<td>• Demonstrates some understanding of the link between the text and the title</td>
<td>2</td>
</tr>
<tr>
<td>• Explains one relevant aspect of the title</td>
<td>1</td>
</tr>
</tbody>
</table>

*Sample answer:*

Because of the doctor’s visit to Ecuador, a child can now hear after visiting Australia for two operations. He heard his mother’s voice for the first time, understands Spanish and English and above all, he can speak and may now be able to become a lawyer.

Question 16 (a)

*Outcomes assessed: H2.2*

**MARKING GUIDELINES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>1</td>
</tr>
</tbody>
</table>
Question 16 (b)

Outcomes assessed: H2.2, H2.4

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates a good understanding of why the man was satisfied with his booking</td>
<td>3</td>
</tr>
<tr>
<td>• Supports the answer with relevant references from the text</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates some understanding of why the man was satisfied with his booking</td>
<td>2</td>
</tr>
<tr>
<td>• Supports the answer with some relevant references from the text</td>
<td></td>
</tr>
<tr>
<td>• Provides some relevant information</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:

He was happy with the staff, the cleanliness of the room and the breakfast. However, he was unhappy that the room was not what he requested, the elevator wasn’t working and twice there was no water for showers.

Question 16 (c)

Outcomes assessed: H2.4, H2.5

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates a comprehensive understanding of how the reply would not satisfy the guest</td>
<td>5</td>
</tr>
<tr>
<td>• Presents and explains relevant references from the text</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates some understanding of how the reply would not satisfy the guest</td>
<td>3–4</td>
</tr>
<tr>
<td>• Presents and explains some relevant references from the text</td>
<td></td>
</tr>
<tr>
<td>• Provides some relevant information</td>
<td>1–2</td>
</tr>
</tbody>
</table>

Sample answer:

The manager has provided an excuse for each complaint: the guest did not request any particular room online, the elevator was out of order for just one day but staff carried guests’ suitcases and it was the city council that turned off the water. The only consolation is a 10% discount and free breakfast next time.
Section III — Writing in Spanish
Part A

Question 17

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

<table>
<thead>
<tr>
<th>MARKING GUIDELINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>---</td>
</tr>
</tbody>
</table>
| • Communicates ideas and information appropriate to audience, purpose and context  
  • Applies knowledge of a wide range of vocabulary and linguistic elements | 4 |
| • Communicates with some awareness of audience, purpose and context  
  • Demonstrates a satisfactory knowledge of vocabulary and linguistic elements | 2–3 |
| • Demonstrates a limited understanding of the requirements of the task  
  • Produces some comprehensible language related to the task. | 1 |

Question 18

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

<table>
<thead>
<tr>
<th>MARKING GUIDELINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>---</td>
</tr>
</tbody>
</table>
| • Communicates relevant ideas and information appropriate to audience, purpose and context  
  • Organises information and ideas coherently and effectively  
  • Applies knowledge of a wide range of vocabulary and linguistic structures and features | 6 |
| • Communicates with some awareness of audience, purpose and context  
  • Organises ideas and information effectively  
  • Demonstrates a satisfactory knowledge of vocabulary and linguistic structures and features | 4–5 |
| • Demonstrates some understanding of the requirements of the task  
  • Demonstrates limited evidence of the ability to organise ideas  
  • Demonstrates some knowledge of vocabulary and linguistic structures and features. | 2–3 |
| • Demonstrates a limited understanding of the requirements of the task  
  • Produces some comprehensible language related to the task. | 1 |
Section III — Writing in Spanish
Part B

Question 19

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

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Presents and develops original ideas, information, and/or opinions relevant to context, purpose and audience</td>
<td>9–10</td>
</tr>
<tr>
<td>• Organises information and ideas coherently and effectively</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates knowledge of a wide variety of vocabulary and linguistic elements</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a high degree of accuracy with possible minor errors</td>
<td></td>
</tr>
<tr>
<td>• Presents and develops original ideas, information, and/or opinions relevant to context, purpose and audience</td>
<td>7–8</td>
</tr>
<tr>
<td>• Organises information and ideas coherently</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates some knowledge of a variety of vocabulary and linguistic elements</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a degree of accuracy with occasional errors</td>
<td></td>
</tr>
<tr>
<td>• Presents and develops some ideas, information, and/or opinions relevant to context, purpose and audience</td>
<td>5–6</td>
</tr>
<tr>
<td>• Organises information and ideas with some coherence</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a satisfactory knowledge of vocabulary and linguistic elements</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates some degree of accuracy with frequent errors</td>
<td></td>
</tr>
<tr>
<td>• Presents some information relevant to the task</td>
<td>3–4</td>
</tr>
<tr>
<td>• Demonstrates elementary knowledge of vocabulary and linguistic elements</td>
<td></td>
</tr>
<tr>
<td>• Achieves minimal communication</td>
<td></td>
</tr>
<tr>
<td>• Uses single words and set phrases in isolation</td>
<td>1–2</td>
</tr>
<tr>
<td>• Produces some comprehensible language related to the task</td>
<td></td>
</tr>
</tbody>
</table>
2008 HSC Spanish Beginners Specimen
Marking Guidelines — Oral Examination

Conversation
20 marks

_Outcomes assessed: H1.1, H1.2, H1.3_

<table>
<thead>
<tr>
<th>MARKING GUIDELINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
</tbody>
</table>
| • Communicates effectively and fluently with acceptable intonation and pronunciation  
  • Maintains an interaction by responding with relevant information, opinions and/or comment  
  • Demonstrates an accurate control of a wide variety of vocabulary and linguistic structures | 17–20 |
| • Communicates effectively, with some degree of fluency and acceptable intonation and pronunciation  
  • Maintains an interaction by responding with relevant information, opinions and/or comment  
  • Demonstrates some knowledge of a variety of vocabulary and linguistic structures | 13–16 |
| • Maintains satisfactory communication, with some degree of fluency  
  • Responds with mostly relevant information and opinions  
  • Demonstrates a satisfactory knowledge of vocabulary and linguistic structures | 9–12 |
| • Maintains a basic level of communication  
  • Responds to simple questions, using formulaic expressions  
  • Demonstrates a limited knowledge of vocabulary and linguistic structures, with occasional anglicisms and evidence of the influence of English syntax | 5–8 |
| • Maintains minimal communication  
  • Responds with a limited range of ideas  
  • Demonstrates little knowledge of vocabulary and linguistic structures, using single words, anglicisms and English syntax | 1–4 |
## Spanish Beginners

2008 HSC Specimen Paper (Consultation Draft) 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 3–5, it indicates that candidates who demonstrate 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. 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.

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
<th>Content</th>
<th>Syllabus outcomes</th>
<th>Targeted performance bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Examination</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>Conversation relating to student’s personal world</td>
<td>H1.1, H1.2, H1.3</td>
<td>2–6</td>
</tr>
</tbody>
</table>

**Written Examination**

### Section I – Listening

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### Section II — Reading

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**SPANISH BEGINNERS DRAFT PERFORMANCE BANDS**

*The typical performance in this band:*

| Band 6 | • maintains effective oral and written communication through the exchange of relevant information, opinions and ideas across a range of contexts, purposes and audiences  
• uses Spanish authentically, demonstrating an excellent knowledge and control of vocabulary and linguistic structures and features  
• maintains a coherent progression of ideas  
• demonstrates an excellent understanding of spoken and written texts, including their tone, audience, purpose and context  
• demonstrates an excellent ability to draw conclusions from, and justifies opinions about spoken and written texts |
| Band 5 | • maintains effective oral and written communication through the exchange of relevant information across a range of contexts, purposes and audiences  
• uses Spanish competently, demonstrating a thorough knowledge and control of vocabulary and linguistic structures and features  
• organises information to achieve a degree of cohesive structure  
• demonstrates an overall understanding of a range of spoken and written texts, and responds identifying most relevant detail  
• demonstrates a good ability to draw conclusions from, and justifies opinions about spoken and written texts |
| Band 4 | • maintains appropriate oral and written communication despite errors in grammar  
• uses of a range of vocabulary and linguistic structures and features to communicate effectively in Spanish  
• demonstrates the ability to organise and express ideas and information with some weaknesses in structure and sequencing  
• demonstrates some overall understanding of spoken and written texts with the ability to identify some detail  
• demonstrates a sound ability to draw conclusions from, and justifies opinions about spoken and written texts |
| Band 3 | • communicates, with some errors in grammar, some information and ideas in a range of familiar contexts  
• demonstrates an understanding of basic vocabulary, and familiar linguistic structures and features of Spanish, with errors in spelling, grammar and syntax and with evidence of the influence of English syntax and vocabulary  
• presents some coherently linked ideas  
• demonstrates a basic understanding of the main ideas in spoken and written texts but does not always identify relevant detail accurately  
• demonstrates a basic ability to draw conclusions from, and justifies opinions about spoken and written texts |
| Band 2 | • communicates a limited range of information and ideas in basic Spanish  
• identifies isolated detail and/or single words in spoken and written texts |
| Band 1 |  |