



BOARD OF STUDIES
NEW SOUTH WALES

1999 HSC Spanish

Notes from the Examination Centre

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Published by
Board of Studies NSW
GPO Box 5300
Sydney NSW 2001
Australia

Tel: (02) 9367 8111

Fax: (02) 9262 6270

Internet: <http://www.boardofstudies.nsw.edu.au>

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ISBN 0 7313 4551 7

2000315

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1999 HIGHER SCHOOL CERTIFICATE SPANISH

NOTES FROM THE EXAMINATION CENTRE

2 Unit Z

Listening and Speaking Examinations

Listening Skills (30 marks)

General Comments

Candidates responded well overall and demonstrated a good level of understanding of spoken Spanish. Most items requiring a more detailed response were answered in sufficient detail, the candidates being guided by the amount of space provided.

Candidates responded well to the wide range of topics and answered the majority of questions with a sound level of accuracy.

Specific Comments

Item 1

This item was generally done well, with all candidates following the instructions given.

Item 2

Part (a) Most candidates selected a wide range of relevant points from the information provided. This question was done well by all candidates.

Part (b) The answer was that 'each item would cost 50% less' / 'each item would be sold at half price'. While the majority of candidates furnished all details, many simply wrote '50'. This does not answer the question. Candidates must remember to include all details in their response and to take nothing as understood.

Item 3

This item was done well.

Item 4

Part (a) Subsection (i) Most candidates answered the first part of this question regarding the location of the hotel well, but a large number mistook the word *municipal* as being the name of a person or an official name rather than being 'public' gardens.

Subsection (ii) This section was done well.

Part (b) Subsection (i) – (iii) This was done well by all candidates. Most candidates selected appropriate information from the wide range of services mentioned.

Item 5

Most candidates handled this question well. Many candidates did not place the tick in the small boxes provided for the answers. Instead, ticks were placed in the large boxes which indicated blocks on a streetscape.

Item 6

Most candidates performed well in this item. However, some candidates focused on the first food item mentioned, *hamburguesas*, and ticked (D) rather than listening to the whole situation. They therefore missed the crucial words in this item *no ... ni ... ni*. Candidates are reminded to listen to the whole situation before reaching a final decision. It is not advisable to base one's response on a single word.

Item 7

Part (a) This part was done well.

Part (b) This part was not done well by candidates because they translated *quince días* literally. The answer required was that 'she was staying for a period of two weeks/a fortnight'. As this concept of time is a cultural one, candidates are reminded that the study of language also comprises a cultural component and that the more widely-known aspects could well be included in the examination.

Item 8

Part (a) Most candidates answered that the apartment was 'close to the beach' but omitted that it was 'in a modern building'. Candidates are reminded that they must listen carefully and include all relevant detail in their responses.

Part (b) This was done well. However, some candidates simply wrote 'it costs 24 million', without clarifying the currency mentioned. Candidates must include the correct monetary reference and should not attempt to convert it to dollars. A few candidates wrote '24 thousand' rather than '24 million'.

Item 9

This item was done well.

Item 10

Candidates focused on the alternatives provided and did not answer the question as written. It required them to identify what was **unique** about the service. Many candidates focused on *recoge y entrega sus paquetes*, and did not include the cues of *a pie* and later on, *caminamos*, and therefore ticked (C). Candidates are reminded that in multiple choice items, they should listen to a situation in its entirety before making their choice.

Item 11

This item was done well.

Item 12

This item proved challenging for candidates.

Part (i) This was generally done well.

Part (ii) Candidates found it difficult to express their responses clearly. They were required to state that 'there is great variety in Peruvian dishes'.

Item 13

This item was not done well. Although many understood ‘25 thousand’, some did not write *pesos* in their answer. Candidates are again reminded to include the correct monetary unit mentioned.

Item 14

Parts (a), (b) and (c) were done well.

Item 15

This item was done well.

Item 16

Part (a) This was generally done well.

Part (b) This was generally done well, but some candidates wrote ‘at the dentist’s rather than, ‘at the chemist’s’.

Item 17

This item was done well.

Item 18

This item was done well.

Item 19

Part (a) This was generally done well with most of the candidates answering ‘that they go and visit the city and have a look around’.

Part (b) Most candidates did not supply sufficient detail in this response. The correct answer was that ‘they were meeting with Teresa and Marcelo at a restaurant to celebrate Teresa’s birthday’. Candidates are reminded that the number of lines provided on the paper is an indication of the amount of detail required.

Item 20

This item was done well.

Speaking Skills (20 marks)

Section 1 – Oral Reading (5 marks)

General Comments

Most candidates read the passage confidently and fluently, showing that they understood the text.

As in previous years, the reading of some candidates was disjointed. Some candidates read words as isolated and unrelated elements rather than as part of a sentence. This inappropriate phrasing hindered effective communication. Candidates are advised to use their preparation time well and to scan the passage in order to identify related linguistic elements: noun-adjective, verb-adverb; article-noun; so they do not split elements which are dependent on one another.

Candidates should also remember that punctuation such as accents, commas and full stops are subject to certain conventions such as inflection and intonation and that these must be implemented if effective communication is to occur.

Specific Comments

Candidates are reminded that they must state the title of the Oral Reading passage before commencing to read the passage.

A number of candidates had difficulty with the following:

<i>reveulven</i>	became	<i>revelen, revuelen</i>
<i>mercancías</i>	became	<i>mercáncias</i>
<i>variadas</i>	became	<i>variádas, variadás</i>
<i>artesanías</i>	became	<i>artesánia, artesanía</i>
<i>neumáticos</i>	became	<i>numáticos</i>
<i>canario</i>	became	<i>canarío</i>
<i>antiguas</i>	became	<i>antigas</i>
<i>mechero</i>	became	<i>mekero</i>
<i>mochila</i>	became	<i>mokila</i>
<i>herramienta</i>	became	<i>jerramenta</i>
<i>útil, inútil</i>	became	<i>util, inutil</i>
<i>cachivache</i>	became	<i>catchivaki cashivash</i> with an English ‘a’
<i>fijo</i>	became	<i>figo</i>
<i>regatear</i>	became	<i>regatar</i>
<i>diferencia</i>	became	‘difference’, in English

Candidates are reminded that the Oral Reading passage will include the sounds and letter combinations intrinsic to Spanish and that they are required to know and be able to reproduce these accurately.

Section II – Speaking (15 marks)

General Comments

Candidates performed much better overall than in previous years and rendered the cues with confidence. Those who found words or phrases challenging, generally attempted to convey the idea in another way, so as to convey the message faithfully in essence.

Candidates are advised that they must **not** identify themselves, their teachers, their school or their address when attempting this section of the paper.

Situation 1 – At the doctor’s

This situation was done well. However, not all candidates included the title when greeting a person, especially a professional person e.g. *señor doctor*.

Situation 2 – Eating out

Some candidates found it difficult to express ‘you prefer’ stating *me/mi prefiero*.

Many had difficulties expressing the last line ‘ask if you could have’, because of the need for the Conditional Mood. Candidates are reminded that a variety of tenses may be used in the examination.

Some candidates omitted to include 'now' in their answer. Candidates are reminded that they are expected to convey all the ideas in the cue.

Situation 3 – Applying for a job

Candidates generally found it difficult to address the first cue, 'say that you are interested in the job', stating, *soy interesante en el trabajo*.

The second cue, 'say where you have worked before' was not done well, the majority of candidates stating, *trabajo antes*, without referring to the past, or giving a location as to where they had worked previously.

Many converted the last cue into a question, asking, rather than stating, when they could start. Candidates are advised to read the cues carefully and to render them as faithfully as possible.

Situation 4 – Going to a party

Many candidates had difficulty with the first two cues. Candidates are reminded that they are not expected to describe a person who actually exists. Several candidates described the person in most unattractive terms, yet were planning to go to the party. Candidates are advised to make the situation credible and realistic.

Some candidates had difficulty in expressing 'midnight'.

Situation 5 – Staying at home

Candidates had difficulty stating – 'say that you want to stay at home this afternoon', and with the last cue, especially in rendering 'with you', saying: *con tú* rather than *conmigo*. Candidates are reminded that the 'you' in the Situations refers to themselves and that they must convert the information to the personal pronoun, 'I'.

Written Examination

Section I — Reading Skills (30 marks)

General Comments

While most candidates generally answered the questions well, they are reminded to refer **only** to the information actually contained in the passage and to not draw from general knowledge or personal experiences when answering questions.

Question 1 *Así se come en España*

- Part (a) Candidates generally answered this question well
- Part (b) Candidates found it difficult to locate the appropriate information required to answer the question fully, writing only that there was an abundance of ingredients available, instead of also including that each region had its own characteristic way of preparing the ingredients. Candidates are reminded that when a question is divided into subsections each subsection requires separate information as part of the answer.
- Part (c) Candidates needed to provide an answer for this question fully: that rice was grown in Valencia and that fish and seafood were abundant / fruit and vegetables were abundant there.

Question 2 Ricky Martin

- Part (a) Some candidates had difficulty with *las barreras de idioma*.
- Part (b) Candidates generally answered this question well.
- Part (c) Candidates generally answered this part well, although some candidates used general knowledge rather than the information located in the text to answer the question.
- Part (d) Most candidates understood *feliz* to mean ‘happy’ but a significant number had difficulty in interpreting *agradecido* as ‘thankful / grateful’
- Part (e) Candidates generally answered this part well.

Question 3 ¿Cómo se celebra la Navidad?

- Part (a) Some candidates had difficulty with *patinar* and interpreted it as ‘dancing’ or ‘celebrating’.
- Part (b) Candidates had difficulty in interpreting *barrios* as ‘neighbourhood/suburb’. Some thought the *Reyes Magos* referred to a city/suburb. The parade of the Three Wise Men on January 6 is a cultural concept with which candidates are expected to be familiar. Candidates are reminded that a language is not just the learning of words, but embodies a cultural component which makes that language unique. The more common festivals and celebrations are treated in the course books used for 2UZ and candidates are expected to be conversant with these major events.
- Part (c) Most candidates were challenged by *el viaje de María y José a Belén*. Candidates are reminded to convert proper names to English where possible. *Las posadas* is another cultural element with which candidates should be familiar.
- Part (d) While most candidates answered this part well, many still did not include all the elements necessary for a complete answer. Candidates are reminded that the space provided on the paper is an indication of the length of response required.

Question 4 Marcelo Salas

- Part (a) Candidates generally answered this question well.
- Part (b) Many candidates found it difficult to convey *para que los haga* and therefore were challenged when attempting to answer the question fully.
- Part (c) Most candidates answered the question saying that Salas had to score 20 goals. Only the more capable candidates identified the vital point – that Salas had only one more goal to score that year, bringing his total up to 20.
- Part (d) Subsection (i) Some candidates answered this part well, although some thought that it was the parents rather than Salas himself who were receiving all the attention from the fans.

Section II — Writing Skills (20 marks)

General Comments

Candidates are reminded to **clearly indicate the question they are attempting**. This does not mean that they simply circle the question, but they **must** write e.g. ‘7(a)’ before starting to write on the page provided. Candidates are also advised to plan their work before putting pen to paper,

perhaps even writing a rough draft, if time permits. On completion, candidates should check their work carefully for agreements and consistency in the use of register, where applicable. Candidates should be aware that writing in English with the occasional word in Spanish is **not** effective communication. Candidates are also advised to adhere to the word limit in questions 6 and 7, as overlong responses often compound errors.

Candidates are strongly advised that they must not identify themselves, their teachers or their school, or their home address at any time.

Question 5 Guided Dialogue

Most candidates attempted to address all the set cues and generally used the Formal Register appropriately. Some candidates were resourceful when responding to certain cues, eg. ‘say that there is nothing that you can do’.

Most candidates did not use the past tense correctly. Candidates are reminded that a range of tenses may be used in the examination and that they should be conversant with those used regularly in Spanish.

Candidates found the following expression challenging:

‘... say that you can’t spend the night here’ became *no puedo noche aquí*

‘... it doesn’t matter how you get there’ became *no, no problema*

‘... wait a long time’ became *esperar por largo tiempo*

Question 6 Dialogue in Spanish

Few candidates chose this question. On the whole, the conventions for writing a dialogue, were observed.

Question 7 Letter

This was the most popular choice, most candidates electing to answer Part (b).

Part (a) While most candidates used the conventions for writing an informal letter well, many did not provide sufficient, appropriate or even relevant material concerning the topic: their new hobby.

Candidates are advised to choose a writing task carefully, mindful of the grammatical and vocabulary items they will need to use. It is far better to write something simple, but correct, than attempt to write something sophisticated, witty or adventurous in language which is not correct. Writing words in English where specific vocabulary items are unknown does not achieve communication in Spanish. Candidates are advised to avoid this strategy at all times. Marks cannot be awarded for what the candidate has been unable to say in Spanish.

Part (b) In general, candidates were well equipped to discuss how they planned to spend their money. Many different scenarios were presented and candidates were resourceful in the number of ways in which the money could be spent.

2/3 Unit (Common)

Listening and Speaking Examinations

Listening Skills (25 marks)

General Comments

Most candidates demonstrated a global understanding of the content of the dialogue and news items. However, many candidates found challenging those questions where the response required the presentation of multiple elements. Candidates are reminded that the space provided on the paper is an indication of the level of response required.

Candidates are also reminded of the importance of reading the questions carefully and the need to follow instructions meticulously, especially with regard to multiple-choice questions, e.g., 'Choose the correct response. Write the letter A, B, C, or D in the space provided' means that candidates **must not tick or circle** A, B, C or D. Incorrect options should be left blank. More than one alternative should not be selected, because this indicates that the candidate has not understood the question.

Candidates are reminded that **only ONE language** should be used throughout the **whole Listening Skills examination**, *either* English *or* Spanish and *not a mixture* of both languages, especially not within the same item!

It is expected that candidates keep abreast of events, personalities and issues (and the language used to describe them) that are of significance both globally but also more specifically within the context of the Spanish-speaking world.

Candidates are also encouraged to expand their knowledge of vocabulary items related to current and technical issues and to familiarise themselves with neologisms.

When writing in English, candidates should avoid using cognates, and, if writing in Spanish, they **must** use their own words, without quoting directly from the text. Very few candidates followed these instructions, although they are clearly stated on the cover of the 2U/3U Common Paper for Listening Skills.

In the last minutes of their examination, candidates should reread the questions and their answers so as to ensure that what they have written actually makes sense and that it answers the question in the best way possible. Candidates should also check that the answers they have given are not contradictory.

Specific Comments

Dialogue ¿Cómo será la vida en el siglo XXI?

Many candidates did not select all the elements needed to successfully answer the questions. Candidates are reminded that they should jot down points in the column provided, and then transfer all relevant information to the space provided on the paper for that answer.

Noticia No. 1 Fumar en los servicios

Question 6

This was done well.

Question 7

Many candidates stated incorrectly that the smoke itself had blocked the detector and not that the passenger had blocked off the detector in order to smoke.

Noticia No. 2 Un sueño realizado

Questions 8 and 9

These questions proved to be challenging for the majority of the candidates. Most concentrated on the meeting between Gabriel García Márquez and Fidel Castro, rather than the significance of the recording studio. Many did not provide all relevant detail. Candidates are reminded to use the space provided as a guide to the length of the expected response.

Noticia No. 3 Almodóvar rueda una nueva película

Question 10 and 11

These were done well by most candidates.

Noticia No. 4 Los colombianos, lo mejor de la Feria del Libro en Barcelona

Question 12

This was answered with varying degrees of accuracy.

Question 13

Candidates found challenging the need to select and present multiple concepts when answering a single question. Candidates are reminded to use the column provided to make notes, before selecting what is relevant to a particular question. It was evident that many candidates did not avail themselves of this column at all, preferring to write their responses directly in the space provided. In so doing, vital elements were missed altogether or presented in a jumbled and confused manner.

Speaking Skills (15 marks)

General Comments

Most candidates performed to an above-average standard in the Familiar Register. Most were able to assume the role required by the situation chosen. The conversations of the more capable candidates were interesting, realistic and progressed naturally. However, some candidates had difficulty in presenting their arguments in a logical and convincing manner and tended to repeat themselves.

A few candidates did not maintain the Formal Register when attempting those situations. Candidates are reminded they do not necessarily have to restrict themselves to their own friends/ parents/ siblings/ people they know in the situations or their personal experience. A response involving an imagined scenario may increase the interest of the conversation. Candidates are also reminded to avoid using regional colloquialisms, slang and Spanglish, eg. *chance*; *catchar*; *tiquetes*; *refundo*; *chopiñar*.

Candidates need to ensure that they fully understand the issues related to the situation they have chosen and be clear as to the role they intend to play. They should also be able to set the scene clearly for the examiner as to where they are, and, in specific cases where there is a chance of confusion, which role and gender they expect the examiner to adopt.

Candidates are strongly advised that they must not identify themselves, their teachers or their school, or their home address at any time during the course of the examination.

In order to present relevant and convincing arguments, candidates are advised to read widely on current issues and to watch programs where these issues are treated. They should know how to convey their ideas in Spanish because they are expected to have researched and learned vocabulary items pertinent to current issues.

Specific Comments

Familiar Register

Situation 1

Most candidates presented a reasonable argument and expressed themselves confidently and fluently.

Situation 2

This was by far the most popular Situation in the Familiar Register. Most candidates gave well-informed arguments, although some found it difficult to express themselves competently in Spanish because of a lack of sufficient and varied vocabulary items. Candidates who choose to do this type of question should be conversant with the terminology relevant to this aspect of technology. A few candidates could have been hired by the major internet suppliers given the advertising quality of their discourse and their hard-sell arguments.

Situation 3

Although this was the second most popular Situation, most candidates focused on only one or two ideas, repeating themselves incessantly. Some had to be helped by the examiner to find a possible solution to their predicament, rather than presenting one themselves. Candidates are reminded that they are awarded marks for what they themselves contribute, not for making the examiner speak at length. In fact, they should attempt to have the examiner speak as little as possible.

Formal Register

Situation 4

This was a popular choice for many candidates, however, few performed well. The majority limited themselves to simply asking questions, forcing the examiner to provide lengthy explanations, rather than putting forward a case for their needs and requirements. As stated previously, candidates should play the leading role in these Situations.

Situation 5

This Situation proved to be very challenging for many of the candidates who chose it. They found it difficult to sustain an argument and posed the same questions and arguments in a circular fashion. Once again, the examiners found themselves having to give lengthy explanations. Candidates are advised to choose situations where they can maintain the upper hand and present a solid, convincing argument.

Situation 6

This Situation was also a popular choice and was generally done well. Candidates responded creatively, presenting a variety of scenarios, reasons and explanations for the circumstances leading up to their interview with their employer. They were resourceful and adopted the right tone of surprise, disbelief, anger and frustration at the possibility of being dismissed.

Written Examination

Section I - Language

Part A – Reading Skills (10 marks)

General Comments

Candidates showed good global understanding of both passages.

The more capable candidates rephrased the ideas presented in the texts in their own words, as required. It was disappointing to see weaker candidates quote large sections of the texts, sometimes inappropriately and also inaccurately.

It was also disappointing to see a number of candidates write in a mixture of Spanish and English, clearly disregarding the instructions. Candidates are reminded that they are to **find synonyms** for words in the text and that **they must be consistent in the language they use throughout** a particular comprehension passage.

Question 1 *La mujer en el trabajo*

- Part (a) This was done well on the whole, although many candidates did not supply sufficient detail in their response. Candidates are reminded that the number of lines should be a guide to the length of response expected. A number of candidates quoted directly from the text and interpreted the information incorrectly.
- Part (b) Most candidates answered this question extremely well and supported their response with evidence from the text.
- Part (c) Most candidates did not understand that the word ‘differ’ did not refer to two opposing views but to the positive and negative aspects regarding the work force. In general, candidates understood the idea that women were treated differently to men. Few, though, established that many women felt happy and accepted in their jobs while others still experienced difficulties, finding themselves overlooked with regard to their professional capacity.
- Part (d) Subsection (i) Even though this question was answered well by most candidates, all are reminded that a monosyllabic answer is insufficient. Candidates are advised that responses must not contain conflicting information or be expressed in an ambivalent or indecisive way. Marks cannot be awarded to an ambivalent response.
- Subsection (ii) Few candidates answered this question in their own words. Most candidates quoted the last two lines of the text directly as their way of answering. To write ‘because it says so in the passage’ as an answer when asked to explain something is not acceptable.

Question 2 *Las okupas*

Candidates found this comprehension passage more challenging than Question 1.

- Part (a) Most candidates answered this question well stating that those involved in *las okupas* were people who needed somewhere to live/who wanted to live untrammelled by traditional norms and restrictions. A significant number answered that those involved in *las okupas* were people who could not afford to pay for housing. This last response was required in Part (b). Candidates are advised to read the passage and the questions

carefully, then reread the passage, underlining or highlighting the information they consider best answers each question. This will ensure that they do not write the same information twice and that all questions will be answered with the facts pertinent to that particular question.

- Part (b) Those candidates who answered Part (a) with the information for Part (b) either repeated the information here, or wrote something which had no bearing on the question.
- Subsection (i) The elements required in this response were that people could not pay for the cost of a dwelling because the high cost of housing, which was well beyond their reach.
- Subsection (ii) Candidates were required to state that there were many buildings lying vacant in Spanish cities. Most candidates addressed this issue well.
- Part (c) This was answered well by most candidates.
- Part (d) Most candidates quoted the last line in their response. Some claimed that the buildings were destroyed and that the squatters moved on to other buildings. Candidates are reminded of the need to use their own words in their answers and to include only the information which is in the text.

Part B – Writing Skills (30 marks)

Candidates performed satisfactorily in this section of the paper. Most candidates adhered to the correct discourse conventions although many drew upon what appeared to be highly personal information. This often led to the use of language inappropriate to the task.

While a certain degree of realism is acceptable, candidates **must** appreciate that words and expressions which would be considered inappropriate in the public domain are equally inappropriate and offensive in an official examination.

Many candidates exceeded the word limit. Candidates are strongly advised to observe the word limit. Overlong responses often compound errors, are confused and confusing, and contain unnecessary repetition.

Candidates are reminded to plan their writing task before actually putting pen to paper, and to include only what is relevant to the topic.

Common errors encountered in this section were:

- when to use

c / s / z	<i>conceder</i>	became	<i>conseder</i>
	<i>luzes</i>	became	<i>luzes</i>
	<i>hacer</i>	became	<i>aser</i>
	<i>hiciste</i>	became	<i>isiste</i>

ll / y / i	<i>fallecido</i>	became	<i>fayesido</i>
	<i>doy</i>	became	<i>doi</i>

b / v	<i>hubiese</i>	became	<i>uviесе</i>
	<i>bailamos</i>	became	<i>vailamos</i>

j / g	<i>gente</i>	became	<i>jente</i>
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que / qui	<i>cuando</i>	became	<i>quando</i>
	<i>seguir</i>	became	<i>segir</i>
	<i>cincuenta</i>	became	<i>cinquenta</i>

- accents

<i>perfume</i>	became	<i>perfumé</i>
<i>acciones</i>	became	<i>acciones</i>

- transference from English to Spanish and the use of anglicisms

<i>entusiasmo</i>	became	<i>entusiasma</i>
<i>extraño</i>	became	<i>tan poco usual</i>
<i>Egipto</i>	became	<i>Egypto</i>
'realised'	became	<i>realisé</i>
'I felt confident'	became	<i>me siento confidente</i>

the conjugation of verbs, especially in the plural

the appropriate use and consistent application of register

Candidates are reminded to check their work carefully to ensure that they have followed the correct spelling conventions for Spanish.

Specific Comments

Question 3 Story

Most candidates made a genuine attempt to address the opening sentence. Some candidates were quite resourceful and creative, using their imagination to produce an interesting and captivating story. However, candidates do not need to write texts that are appropriate to an examination context and that do not include salacious or obscene material.

Most candidates correctly placed the cued phrase at the beginning of their essay as required and developed a story-line which progressed logically and coherently. This could lead to the deeming of a non-serious attempt.

In order to provide a sophisticated piece of writing, candidates are encouraged to read appropriate material widely, written in Spanish. This will not only broaden their understanding of issues but will also help them develop a more competent command of the language.

Question 4

Part (a) Letter

This was a popular topic. Most candidates satisfactorily addressed the issues raised: the end of the year – decade – century and how they would celebrate the coming of the new millennium. Many chose a similar scenario e.g. eating, drinking, dancing, going to the city to see the fireworks or to a beach like Bondi. Several candidates suggested other alternatives, some quite captivating in content.

Many candidates omitted to apply the conventions for letter writing: city, date, opening greetings and the necessary farewells. Candidates are reminded of the need to observe these conventions. If a letter is presented correctly, it creates a good impression overall and it gives the letter credibility.

Candidates are reminded also to **never write or state their name, school, address or anything which will identify them.**

Many candidates used set formulaic expressions which created a stilted and unnatural piece of writing e.g. *espero que al recibo de ésta te encuentres bien ...*

Some candidates did not maintain the appropriate register consistently throughout their piece of writing.

Part (b) Dialogue

This topic was the second most popular writing task. Most candidates produced authentic dialogues, although some arguments were rather limited in substance and expression.

Candidates are advised to use a range of stylistic devices such as questions and exclamations which reflect an authentic representation of this discourse form.

Candidates should also pay particular attention to the use of certain words, phrases, idioms and/or colloquial expressions, which, while acceptable amongst their peer group, detract from a piece of writing e.g. *¿Cómo estás po loco?* Colloquial language should be used very sparingly, and only if the topic truly warrants its use.

Part (c) Essay

Only a small number of candidates attempted this question and the quality of the responses varied. Those intending to write an essay should ensure that they have learnt the basic conventions of this discourse form: brief introduction indicating the direction the essay will take; main body of the argument; a new paragraph for each new concept treated / issue raised; a conclusion which sums up what the main body has successfully argued.

When attempting an essay, candidates should be aware that writing a short paragraph or two is inadequate, as is the presentation of ideas in point form.

Section II - Options (20 marks)

General Comments

Candidates are advised to consider each question carefully and to identify all the elements to be addressed before attempting an answer. Candidates are encouraged to support their responses with a range of relevant examples from the text. Candidates are further encouraged to provide different examples when illustrating points in their responses and not to repeat the same examples in more than one question.

Question 5 Carmen Martín Gaité, *Fragmentos de interior*

This Option was the third most popular choice among candidates. Generally candidates demonstrated a basic understanding of events and characters, but many were challenged by the need to analyse textual components and provide appropriate evidence to support their arguments.

- Part (a) This question required candidates to identify their attitudes of both Agustina and Luisa toward their desolation and then, discuss the ways in which they differed and the reason for these differences. Candidates were able to explain the desolation experienced by Agustina and Luisa but only some were able to compare and contrast their differences.
- Part (b) This question required candidates to define the lack of communication within the context of the novel and show how this lack of communication affected its characters. Although candidates found the task of clearly defining the lack of communication very challenging, most demonstrated how the characters were affected, using examples from the novel effectively.

- Part (c) This question required candidates to place the quote in the context of the novel, to link it to the development of the events within the novel and to provide proof of its significance through examples from the novel. Some candidates located the quote, identified the speaker, explained the reasons why it was said and argue its importance to the storyline. However, many candidates found it difficult to go beyond an understanding of the specific moment when Luisa made this statement to Jaime.
- Part (d) This question required candidates to define a society in crisis and link the critical elements of this society to events and characters in the novel. Some candidates provided clear and complete responses. However, many candidates did not expand their answers beyond the single element: the family.

Question 6 Mario Vargas Llosa, *Los cachorros*

This question increased in popularity this year, being chosen by almost as many candidates as Question 5. Most candidates found it challenging.

- Part (a) This question required candidates to discuss Cuéllar as a school boy and the group of classmates with whom he wished to make friends, and then, to explain the ways in which Cuéllar endeavours to win the group's acceptance and friendship. Candidates' responses tended to concentrate heavily on what Cuéllar did, without making a clear connection to his purpose in doing it.
- Part (b) This question required candidates to define virility in the social context of the novel and to trace how the concept of virility is developed, by citing specific evidence in support of their argument. Many candidates could only define virility in terms of Cuéllar's encounter with the dog and had difficulty in explaining how 'being a man' takes on ever-increasing importance in the novel.
- Part (c) This question required candidates to place the quote in the context of the novel, to link it to the development of the events within the novel, and to provide proof of its significance through examples from the novel. Candidates were able to identify the moment and contrast Cuéllar and Cachito. However, candidates found it challenging to explain Cachito's importance and his catalytic impact on Cuéllar's future.
- Part (d) This question required candidates to identify the established codes of the society portrayed in the novel and to explain how these codes facilitated Cuéllar's destruction. Candidates' responses tended to focus on the concept of 'machismo' and did not include discussion of any other elements. Candidates are advised that they should attempt all issues raised in a particular question.

Part B – Hispanic Theatre

Candidates are strongly encouraged to support their responses with a range of relevant examples from the text. Candidates are further encouraged to provide different examples when illustrating points in their responses, and not to repeat the same examples in more than one question. Candidates are advised to consider the question carefully and identify all the elements to be addressed before attempting an answer.

Question 7 Federico García Lorca, *Yerma*

This question was the most popular choice. Generally, candidates' responses were planned and focused.

- Part (a) This question required candidates to identify the life goals of the main characters, Yerma and Juan, and to discuss the ways in which they differed and the reasons for these differences. Generally, Yerma's life goals were very well discussed, but Juan's were only mentioned and not well developed. Most candidates found it challenging to make explicit the contrast between the life goals of the two characters.
- Part (b) This question required candidates to explain women's role in Lorquian society and show how this expectation caused great conflict for Yerma. Candidates were expected to support their response with evidence drawn from the text. Most candidates defined women's role well and proposed some reasons as to why this caused Yerma's conflict. Generally, candidates demonstrated the link between society's expectation and Yerma's inability to fulfil this expectation.
- Part (c) This question required candidates to place the quote in the context of the play, to link it to the development of the events within the play and to provide proof of its significance in the play. Candidates found this question the most challenging. Many could not place the quote in the continuum of the play nor show how its occurrence reflected on past events and contributed to those yet to happen.
- Part (d) This question required candidates to choose one or more characters and to show how both hypocrisy and the fear of gossip impacted on the lives of these characters. Candidates needed to support their responses with examples from the play. Generally, candidates focused on the issue of 'fear of gossip' and ignore the issue of hypocrisy. Responses included some appropriate examples but these were not linked to the question. Candidates are reminded of the need to show how an example is relevant to their argument.

Question 8 Mario Benedetti, *Pedro y el capitán*

This question was the second most popular choice among candidates. Most candidates demonstrated a good understanding of both the themes and characters. Responses were well supported by relevant quotes and appropriate examples from the play.

- Part (a) This question required candidates to define "honesty" and "integrity" in relation to Pedro and *el capitán*, and then to compare and contrast both the characters. Most candidates were able to clearly define the notion of "honesty" and apply this notion to both characters, although they tended to focus more heavily on Pedro. The notion of "integrity" proved more challenging as did making a clear and explicit contrast.
- Part (b) This question required candidates to explain the change in the relationship between Pedro and *el capitán* in the play. Most candidates traced the metamorphosis of the relationship well and supported their responses with appropriate evidence.
- Part (c) This question required candidates to place the quote in the context of the play, to link it to the development of the events within the play and to provide proof of its significance through examples from the play. Most candidates identified the speaker and gave appropriate reasons for the utterance. However, they some had difficulty in expressing the notion of the journey from hate to pity being a gradual one, and in providing sufficient evidence to support their viewpoint.

- Part (d) This question required candidates to show how the play was a representation of the society of its time. Most candidates found challenging the requirement of discussing the universal nature of the play and of drawing on specific elements within the play to support their argument.

Part C – Hispanic Song

Question 9 Mecano, *Hijo de la luna*

This question was attempted by very few candidates.

- Part (a) This question required candidates to identify the title of the song and make clear links between it and the lyrics.
- Part (b) This question required candidates to define fertility in the context of the song and to explain how the listener's understanding of this concept is enhanced as the song progresses. Candidates were required to make specific references to the lyrics in order to support their argument.
- Part (c) This question required candidates to locate these lines in the song's context, link them to the themes captured in the lyrics and provide an explanation of the imagery evident in the quote.
- Part (d) This question required candidates to identify the song's principal message and discuss how the music, instruments and voice combined to support the dissemination of this message.

Question 10 Juan Luís Guerra, *Reforéstame*

This question was attempted by very few candidates.

- Part (a) This question required candidates to identify the title of the song and make clear links between it and the lyrics.
- Part (b) This question required candidates to identify the main theme of the song and use examples from the lyrics to support their choice of theme.
- Part (c) This question required candidates to locate these lines in the song, link them to the theme(s) of the song and provide an explanation of the imagery evident in the quote.
- Part (d) This question required candidates to identify the song's message and discuss how the music, instruments and voice combined to support this message.

3 Unit (Additional)

Listening and Speaking Examinations

Listening Skills (15 marks)

Resumé

Most candidates showed that they had a global understanding of the passage. However, many candidates found it challenging to convert their ideas into a logically developed and coherent summary.

Overall, the standard of the Spanish written in the resumé was disappointing because of the number and frequency of errors and the level of expression used. 3 Unit candidates are expected to possess a rich and extensive vocabulary; a sound knowledge of grammatical rules and the ability to apply them; and a good grasp of current affairs, especially those pertaining to the Spanish-speaking world.

Many candidates wrote well in excess of the required number of words. Candidates are reminded that they are required to summarise what they have heard in their own words and that they are not to exceed the 100-word limit. That is not to say that they count every word and leave a grand total at the end. By the time they present for the examination, 3 Unit candidates ought to know just how much space it takes them to write one hundred words.

Specific Comments

Many candidates transcribed a significant amount of the text instead of summarising a particular section in their own words. On many occasions it was clear that candidates reproduced what they had heard without understanding the phrase or its context, for example:

- *cobrando vida intensa*
- *un carácter extravagante y espíritu aventurero*

Many candidates attempted to use an elevated tone with sophisticated flourishes and achieved the opposite effect, for example:

- *luego viajo porque era muy iperactivo por Francia (sic)*
- *se manejo en el dirección de ser escritor (sic)*
- *regresó marcado por punerías economicas (sic)*
- *escribió más un centenario de cuentos literales (sic)*

Some candidates had a very poor understanding of geographical locations, having Quiroga travel from his jungle home to the Panama River for work on a daily basis. A few mistook San Ignacio to be a living person whom Quiroga went to visit on a mission.

Common errors included:

- improper use of Spanish orthographic rules especially in the spelling of names, surnames and place names

Horacio Quiroga became Oraso Kiroga/Cerroga/Kerrioga/Kirogo

- the misquoting of dates and details i.e. Horacio Quiroga was born in 1978 and visited Paris in 1900.

Candidates are advised to reread their final version to ensure that what they have written makes sense.

- Writing in point form instead of continuous prose. Only the notes taken should be in point form. The actual resumé must read as a complete text.

- Misspelling:

v / b	<i>tuvo</i>	became	<i>tubo</i>
	<i>extravagante</i>	became	<i>extrabagante</i>
	<i>ambiente</i>	became	<i>ampiente</i>
	<i>selva</i>	became	<i>Selba, sleba</i>
	<i>debido</i>	became	<i>devido</i>
j / g	<i>refugiarse</i>	became	<i>refujiarse</i>
	<i>gente</i>	became	<i>jente</i>
ll / i / y	<i>uruguayo</i>	became	<i>uruguallo</i>
	<i>construyó</i>	became	<i>construlló, construio, construiya, construgo</i>
qu / c	<i>Quiroga</i>	became	<i>Kiroga, Ceroga, Ciroga and many other versions</i>
	<i>marcada</i>	became	<i>markada</i>
	<i>escritor</i>	became	<i>eskritor</i>
c / z / s	<i>empezó</i>	became	<i>empesó, empecó</i>
	<i>hizo</i>	became	<i>izo, iso, hiso</i>
	<i>cerca</i>	became	<i>serca</i>
	<i>cuidad</i>	became	<i>siudad</i>
whether or not to use 'h'	<i>Horacio</i>	became	<i>Oracio, Oraso</i>
	<i>obra</i>	became	<i>hobra</i>

- English interference and transference when spelling in Spanish, especially with double consonants

<i>afectaron</i>	became	<i>affectaron</i>
<i>hipocresía</i>	became	<i>hypocreía</i>
<i>biografía</i>	became	<i>biographía</i>
<i>carácter</i>	became	<i>character</i>

- A lack of agreement between noun and adjective/subject and verb
 - *su propio tierra*
 - *la gente eran intelectual*
- Poor sentence construction
- Inaccurate conjugation of Spanish verbs
 - habido escrito*
 - Quiroga fue nacido*
 - lo a llevado*

Candidates are reminded that at 3 Unit level they are required to know and reproduce the sounds and letter combinations intrinsic to Spanish accurately. The overall impression of a piece of writing is affected in part by the control of spelling, punctuation and grammar.

Written Examination (35 marks)

Question 1 (15 marks)

Part (a) Translation

General Comments

Most candidates understood the concepts raised in the passage and made a good attempt at an accurate translation. However, as many basic and unnecessary errors were made, candidates are reminded to read their work carefully before moving on to the next section of the paper and to check genders and agreements of articles, nouns, adjectives and verbs so as to avoid the following kinds of mistakes: *una bolsón; una negocio; puestos nuevas*.

Candidates are also advised to avoid translating ideas literally, for example, ‘works’ in this passage did not refer to *trabajos* but to *obras*. Candidates should read a text as a whole and look for the nuances of particular vocabulary items before launching into writing.

Candidates are also advised to avoid using anglicisms such as *capturar* for ‘capture’ and *executivo* for ‘executive’.

The errors referred to in the Resumé were also evident in this question.

Specific Comments

Most candidates performed creditably in this question.

Some candidates had difficulty with the first phrase ‘I had planned’ and rendered it in the Present Tense.

Candidates found the following expressions challenging:

- ‘I was aware’
- ‘getting on and getting off’
- ‘minimal luggage’
- ‘brushes’ – many wrote *cepillas* instead of *pinceles*
- ‘notebook’
- ‘around the world’

Some were challenged by the syntax of the first sentence in the last paragraph. However, most were able to convey the meaning of this phrase satisfactorily.

A few candidates rendered ‘the twentieth century’ as *el siglo 20*. Candidates are advised that if a number is written in words, they must translate it into Spanish and not convert it into a numeral. In any case, the way to write the number for centuries, the monarchy and papacy in Spanish is with Roman numerals, e.g. *el siglo XX*.

Part (b) Formal Letter

General Comments

Candidates are reminded that they are required to write a formal letter and not one to a friend. The *tú* form must not be used.

Candidates are advised that they **must not identify themselves, give their address, name their school, or their teacher**. Candidates should use pseudonyms and a fictitious address in all parts of the examination. As many candidates identified themselves teachers are urged to ensure that candidates are informed prior to sitting for the HSC in 2000 that they should maintain anonymity when speaking or writing in the H.S.C. examination.

Specific Comments

This was a more popular choice than the translation, however it proved difficult for many candidates.

The conventions of writing formal letters with regard to layout, content and tone need to be followed by candidates attempting this question.

Many candidates were challenged by the sophisticated level of language required for a letter to the Minister. Many alternated a sophisticated tone, where a series of formulaic expressions had been learned by rote, with everyday speech sometimes using the Familiar Register.

Some candidates related personal anecdotes full of hardships. At times, these were totally unrealistic. Candidates are strongly advised to read over their final version to check for any anomalies in the information they have presented.

Many candidates wrote in an idiomatic style, e.g. *el infierno de dinero*, which is inappropriate to the tone required by this topic. Many also wrote using Spanglish: *bajo de los 21 años* instead of *menores de 21 años*.

The errors referred to in the Resumé were also evident in this question. Candidates are reminded that attention to and the application of rules of spelling and syntax give their piece of writing credibility. Candidates are advised to check their work very carefully before moving on to the next section of the paper.

Question 2 Gabriel García Márquez, *Crónica de una muerte anunciada*

Part (a)

Many candidates did not refer to the issue of envy and concentrated on the second part of the question. Candidates are advised that when a question includes more than one element that they must give equal time in the argument to each element.

Candidates should support their argument with relevant quotations from the novel and remain focused on the question.

Candidates are reminded that the inclusion of material which is not relevant to a particular question will detract from the overall impression created by their piece of writing.

In this question candidates were required to define envy and show how and where it exists in the society of the novel, especially with regard to the social status of the Nasar family, Santiago Nasar himself, Angela Vicario and Bayardo San Román.

Candidates were also required to show how this society is one which does not forgive. In this section of their answer, candidates were required to show that honour, once tarnished, must be restored and retribution sought. The acts of the main characters and the brutal murder of Santiago Nasar as an inevitable consequence of Angela Vicario's accusation needed to be dealt with in this part of the answer.

Part (b)

While there was a small number of outstanding responses to this question, many candidates concentrated solely on the themes of honour and vengeance.

In general, candidates did not resort to telling the story. Most furnished logical arguments and supported their ideas well with relevant quotations from the novel.

In this question, candidates were required to state whether or not they agreed with the statement and to demonstrate how the novel is a penetrating, dissecting view of the 'macho' element in society; the dominance of the male; the importance of honour / no 'losing face'; the inbred character of this society. In the second part of their response, candidates were expected to show how this society is a 'macho' society by referring to the position and role of women; the expectations of society. In the last part of their argument, candidates were required to show how the novel condemns this society: the narrator signals the weaknesses, the ugliness and barbarity of this society which allows Santiago Nasar to be butchered so that honour can be restored.