

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

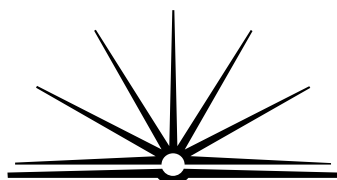
## 2002 HSC Spanish Continuers Marking Guidelines — Oral Examination

### Conversation

*Outcomes assessed: H1.1, H1.2, H1.3, H1.4*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Communicates confidently and fluently with correct intonation and pronunciation</li><li>• Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comment</li><li>• Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li></ul>	17–20
<ul style="list-style-type: none"><li>• Communicates effectively, with some degree of fluency and authenticity</li><li>• Responds with relevant information and a range of relevant opinions and/or comment</li><li>• Responds with a range of vocabulary and structures, but with some minor inaccuracies</li></ul>	13–16
<ul style="list-style-type: none"><li>• Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary</li><li>• Responds with relevant information and opinions</li></ul>	9–12
<ul style="list-style-type: none"><li>• Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors</li><li>• Presents some relevant information, opinions or ideas</li></ul>	5–8
<ul style="list-style-type: none"><li>• Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using anglicisms and English syntax</li></ul>	1–4



**B O A R D O F S T U D I E S**  
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## **2002 HSC Spanish Continuers Marking Guidelines — Written Examination**

### **Section I — Listening and Responding**

#### **Question 1**

*Outcomes assessed:H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (D)	1

#### **Question 2**

*Outcomes assessed:H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Gives correct phone number AND message	2
• Gives correct phone number OR message	1

**Question 3***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a clear understanding of how Shakira creates songs</li><li>• Provides details from the text</li></ul>	2
<ul style="list-style-type: none"><li>• Demonstrates some understanding of how Shakira creates songs</li></ul> OR <ul style="list-style-type: none"><li>• Provides some detail from the text</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a clear understanding of how Pedro indicates his frustration</li><li>• Provides relevant reference to his tone of voice and the language he uses</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates some understanding of how Pedro indicates his frustration</li><li>• Provides relevant details</li></ul>	2
<ul style="list-style-type: none"><li>• Demonstrates limited understanding of how Pedro indicates his frustration</li></ul> OR <ul style="list-style-type: none"><li>• Provides isolated details</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• (C)</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Clearly identifies the comparison between the two</li></ul>	2
<ul style="list-style-type: none"><li>• Identifies the attitude of one</li></ul>	1

**Question 6***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the uniqueness of Ramon’s idea</li><li>• Supports answer with detailed references to the text</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the uniqueness of Ramon’s idea</li><li>• Supports answer with some references to the text</li></ul>	2
<ul style="list-style-type: none"><li>• Demonstrates limited understanding of the uniqueness of Ramon’s idea</li><li>• Supports answer with isolated references to the text</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• (B)</li></ul>	1

**Question 7 (b)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the situation</li><li>• Explains in detail the difficulty Antonio is facing</li><li>• Supports the answer with evidence from the text</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the situation</li><li>• Gives some explanation of the difficulty Antonio is facing</li><li>• Supports the answer with some evidence from the text</li></ul>	2–3
<ul style="list-style-type: none"><li>• Demonstrates limited understanding of the situation</li><li>• Only partially explains the difficulties Antonio is facing</li><li>• Supports the answer with isolated references to the text</li></ul>	1

**Question 8 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies what Eva did in Australia	1

**Question 8 (b)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive ability to analyse and evaluate the language used by Eva to convey the impact of her experiences in Australia • Provides detailed explanation of the references	5
• Demonstrates an understanding of the language used by Eva to convey the impact of her experiences in Australia • Supports the answer with some references from the text • Provides some explanation of the references	3–4
• Cites limited references from the text, with limited explanation	2
• Cites isolated references from the text	1

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (A)	1

#### Question 9 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Correctly identifies relevant information	1

#### Question 9 (c)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a clear understanding of the ways in which <i>mate</i> is drunk in Uruguay</li><li>• Provides details from the text</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the ways in which <i>mate</i> is drunk in Uruguay</li><li>• Provides some details from the text</li></ul>	2
<ul style="list-style-type: none"><li>• Demonstrates limited understanding of the ways in which <i>mate</i> is drunk in Uruguay</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>• Provides isolated details from the text</li></ul>	1

**Question 9 (d)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive understanding of the significance of <i>mate</i></li> <li>• Supports answer with reference to the text</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of the significance of <i>mate</i></li> <li>• Supports answer with some reference to the text</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the significance of <i>mate</i></li> <li>• Cites limited references to the text</li> </ul>	2
<ul style="list-style-type: none"> <li>• Cites isolated references from the text</li> </ul>	1

**Question 10 (a)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides clear explanation of the significance of the ruling of the High Court of Andalusia</li> <li>• Provides relevant details from the text</li> </ul>	2
<ul style="list-style-type: none"> <li>• Shows limited understanding of the significance of the ruling of the High Court of Andalusia</li> </ul> OR <ul style="list-style-type: none"> <li>• Provides isolated details from the text</li> </ul>	1

**Question 10 (b)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the nature of <i>botellones</i></li> </ul>	2
<ul style="list-style-type: none"> <li>• Identifies one relevant detail from the text</li> </ul>	1

**Question 10 (c)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• (D)</li> </ul>	1

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

<b>Criteria</b>	<b>Marks</b>
• Clearly identifies both factors	2
• Identifies one relevant detail from the text	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive ability to analyse and evaluate the language used • Supports the answer with appropriate, detailed references to the text	4
• Demonstrates some understanding of how the language is used • Supports the answer with some detailed references from the text	3
• Demonstrates limited understanding of how the language is used • Cites some appropriate references from the text with limited explanation	2
• Cites 1 or 2 isolated references from the text	1

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

<b>Criteria</b>	<b>Marks</b>
• Supports the answer with relevant detailed references to the text • Explains the degree to which the proposed solution to the issue will not be successful	5
• Supports the answer with relevant references to the text • Describes the proposed solution to the problem	3–4
• Refers to TWO references to the text • Identifies the proposed solution to the problem	2
• Refers to ONE solution to the problem	1



## Section II — Reading and Responding

### Part B

#### Question 11

*Outcomes assessed: H1.1, H1.2, H1.3, H1.4*

#### MARKING GUIDELINES

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

### Section III — Writing in Spanish

#### Question 12 (a), 12 (b)

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

#### MARKING GUIDELINES

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

### Section III (continued)

#### Question 13 (a), 13 (b)

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

#### MARKING GUIDELINES

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