

**2004 HSC Notes from
the Marking Centre
Spanish**

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Contents

Beginners.....	5
Speaking Skills Examination.....	5
Section I – Oral Reading	5
Section II – Speaking.....	6
Listening Skills Examination	6
Written Examination.....	7
Section I – Reading and Responding.....	7
Section II – Writing	8
Continuers.....	9
Oral Examination.....	9
Written Examination.....	9
Section I – Listening and Responding	9
Section II – Reading and Responding.....	10
Extension	12
Oral Examination.....	12
Written Examination.....	13
Section I – Response to a Prescribed Text.....	13
Section II – Writing in Spanish	14

2004 NOTES FROM THE MARKING CENTRE

SPANISH

Introduction

This document has been produced for the teachers and candidates of the Stage 6 courses in Spanish. It provides comments with regard to responses to the 2004 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabuses, the 2004 Higher School Certificate Examinations, the Marking Guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Spanish.

Beginners

Speaking Skills Examination

Section I – Oral Reading

General Comments

Even though most candidates found the passage and some of the cues challenging it was accessible to all in subject matter and vocabulary. Most candidates were capable of reading the first two paragraphs without great difficulty. However the third paragraph was challenging to most candidates.

In the first paragraph, words such as *inolvidable*, *exótico*, *península* and *Yucatán* caused greatest difficulty. The candidates began with the right question intonation but had difficulties in ending the questions.

In the second paragraph, cognates such as *semi tropical*, *intermittente*, *temperatura* and *agosto* were mispronounced.

In the third paragraph, candidates found it more challenging to maintain rhythm and fluency. Combinations such as *guía* directly followed by *guardería* proved particularly challenging. Some candidates did not read numbers correctly. They also found it challenging to identify the phonetic sound of the letter *c*, eg *oscilan*.

Candidates did read the title and were able to pronounce certain specific sounds such as *b*, *rr*, *ñ* and *ll* and the soft and hard *g*, eg *agencia* and *organizan*.

Candidates are advised to ensure that they give equal preparation time to all paragraphs in the oral reading.

Section II – Speaking

Question 2

Most candidates were able to give the gist of both the cues. Overall this question did not pose great difficulties.

Question 3

This question proved much more challenging. Some candidates found it challenging to use the correct verb and to apply the simple past tense. However, many candidates were able to get around this problem by being creative and using alternatives such as *busear*, *olvidar*, *no está*, *yo no tengo*. Candidates were able to correctly use the appropriate gender.

Question 4

Most candidates responded to all of the cues. Candidates were aware of a variety of ailments and medicines. The majority of the candidates responded with a high degree of accuracy. Candidates were very creative in their responses. In the first cue some candidates did not know how to express 'quickly'. Syntax also posed a few difficulties.

It is advised that candidates allocate an appropriate amount of time to all questions. All questions should be attempted.

Listening Skills Examination

General Comments

Overall, candidates found this section somewhat challenging. Most attempted to answer all questions and they performed better in the multiple-choice questions than in the extended responses.

Specific Comments

Question 1

- (a) The correct answer was 'at the shopping centre' and many candidates translated the information literally, eg 'in the centre' or 'in the middle of the commercial centre'. Candidates should be aware of false cognates.

Question 2

This question was answered well by the majority of candidates. Accurate descriptions were provided of the person being sought.

Question 3

Very few candidates scored full marks in Question 3 because they did not include all relevant information. Others tried to guess an answer based on assumptions about what could appeal to teenagers.

Question 4

Most candidates listed all the required elements but only a few managed to list them in the correct order.

Question 5

This multiple-choice question was well answered.

Question 6

- (b) While the majority of candidates understood the essence of the question, which is that Claudia wanted a lift to the concert, many did not explain the confusion, ie that Pedro thought that Claudia wanted to exclude their friend from going to the concert.

Questions 7 and 8

Very well answered by most candidates.

Question 9

Candidates tended to translate or repeat the information rather than say it was an energetic and exciting dance. Many candidates confused the word 'Flamenco' with 'Flamingo'.

Question 10

- (b) Candidates listed facts and referred to the personalities of the speakers rather than their relationship. Candidates needed to describe the relationship based on the information provided in the text.

Written Examination

Section I – Reading and Responding

Question 1

This question was relatively well handled by most candidates. Many candidates referred to Rodrigo's going on a date rather than the concert tickets and not having a lift.

Question 2

Most candidates did well in answering the multiple choice. Question 2 (a) required a good knowledge of numbers. Many identified the bus number correctly but not the bus station.

Question 3

Most candidates answered Question 3 (b) and (c) correctly.

Question 4

- (a) This proved to be quite a challenging question. Most candidates referred to the music but did not expand on the other information in the text such as lack of respect or helping the community.
- (b) In this question most candidates replied in very general terms rather than specifically identifying the elements of Adolfo's response. Many focused mainly on the music and did not refer to the other aspects of the point of view.

Question 5

- (a) This question presented very few problems. Most candidates mentioned at least two elements. Many said that being Spanish was a common factor or they were connected to the internet.
- (c) This question proved the most challenging for candidates. They tended to list facts such as where they lived or how old they were rather than refer to the opinions of the three young people. There were many direct translations that did not address the question adequately.

Section II – Writing

General Comments

Candidates with superior writing skills were able to better address the questions and able to write in a direct and concise manner. Weaker responses contained generalisations, information that had been specifically learnt previously and included inappropriately or sentences that had been 'lifted' directly from the reading passages.

Specific Comments

Question 6

Most of the responses to this question were too brief, limited to *si* and *yo también*. Candidates need to address the cues and expand on these when appropriate.

Question 7

Many of the candidates that attempted this question wrote in general terms about things such as their own interests rather than stating where they had met their girlfriend/boyfriend. Many confused *conocer* with *saber*.

Question 8

This was the most popular and by far the best-answered of the questions in this section. The past tense was well attempted and used by the majority of candidates and the use of adjectives was also good, with many remembering the rules governing agreement of adjectives with the subject in number and gender.

Continuers

Oral Examination

General Comments

Candidates performed well with a large percentage of candidates placed in the higher mark ranges. Top candidates were able to elaborate, give opinions and direct the conversation onto new and relevant topics.

Less able candidates used less sophisticated vocabulary with a number of Anglicisms such as *TAFE*, *business college*, *childcare* and *shopping*, as well as linguistic transferences such as *like* and *yeah*.

Candidates need to know how to talk about their personal interests, how to describe their favourite pastimes and sports, how to outline their duties at home, school and work and therefore they need to be familiar with the necessary vocabulary to enable them to address topics relating to their personal world.

A very small number of candidates were unable to answer the questions in a basic manner, therefore stunting the flow of the conversation. Candidates should not be concerned about asking the examiner to repeat a question.

Written Examination

Section I – Listening and Responding

General Comments

Overall, the majority of candidates attempted all the questions in this section and displayed good comprehension and identification of facts and information in spoken Spanish. However, many experienced difficulties identifying language techniques, explaining their purpose within the text and supporting it with examples.

Specific Comments

Questions 1 to 6

The parts to these questions that involved mostly the identification of specific details were well answered by the majority of candidates, as they were able to list and correctly identify relevant information. However, it was the ‘How ...?’ parts to these questions which were poorly addressed. Some candidates still seem to find it challenging to relate the way information is presented with the effect or purpose achieved. In preparing for the Listening & Responding, they should be made aware of the importance of tone, volume and choice of vocabulary.

Question 7

The majority of candidates correctly identified the multiple-choice answer as (C).

Question 8

Another ‘how’ question that was very poorly answered by the weakest candidates. Teachers may find the following ‘formula’ helpful: ‘technique, example, explanation’. Most candidates provided some information in relation to the text but did not link the information to the language used.

Section II – Reading and Responding

General Comments

The majority of candidates attempted all the questions in this section. However, some responses lacked sufficient detail and others were based on personal experience rather than the facts of the text. The best responses synthesised information drawn from the text and included some comments on language techniques when required to do so supported with specific references to the text.

Specific Comments

Question 9

- (a) Most candidates identified the main elements. Better responses also included the negative aspects present in cosmopolitan cities by listing some of the examples included in the text.
- (c) Most candidates correctly identified the issue of the migration experience and the changes that take place over time. Better responses included a more in-depth view, supported with references from the text.

Question 10

- (a) To gain full marks candidates needed to understand that workers had to be qualified in a trade rather than just being labourers. They also needed to identify that the new law has been proposed to address the shortage of trade people.
- (b) Most candidates identified that parents influenced their children to go to university but very few captured the idea that this is an outdated viewpoint.
- (c) Candidates identified up to two advantages. However, in most cases responses lacked sufficient references to the text and sufficient detail.
- (d) Most candidates understood the significance of the text and identified the contrast between the title and what the text was actually saying. However, many identified the contrast as ‘sarcasm’ rather than ‘irony’.
- (e) This question proved to be very challenging for the majority of candidates. Some of the candidates identified language techniques without identifying the role that tone played in the text. The candidates that identified techniques were not always able to explain how these techniques worked within the text and did not provide examples. Techniques were also referred to out of context in relation to the text.

Question 11

Candidates mostly used the appropriate text type even though many confused diary entry with letter and chose interesting ways to conclude the diary entry such as *chau pescado*, *estoy con sueño*, *te escribo mañana*.

Overall the issues brought up in the text were addressed. However, many misinterpreted the requirements of the task in the following ways:

- thought they were tourists themselves
- did not understand that they were the tour guide
- they wrote about the events of only the last day instead of mentioning the whole experience.

Various language problems were encountered. The spelling of *Querido* at the beginning of the task proved challenging. Some incorrect variations included *qerido* and *kerido*. The use of double consonants, *diferente*, *occurencia*, *vacacciones*, *impressionante*. Many candidates had problems with the use of the letter ‘h’, initiating words when it is not required, incorporating within words or leaving it out all together. Eg *ace* or *ase* for *hace*, *asta* for *hasta* and *a* for *ha* as a past participle. The correct use of accents was a challenge for most candidates. They were either misplaced, more than one was placed on one word, not placed over a vowel or were omitted altogether.

Candidates frequently made mistakes in the conjugation of verbs such as *haber*, often leaving the ‘h’ off, misusing it in the past tense or making up words such as *hacido* instead of *ha sido*. *Ser* and *tener* were also frequently confused, eg *Soy 17 años*. The subjunctive form continues to be used poorly.

Other language difficulties included the incorrect application of gender and number rules to agree with the subject, eg *el unico cosa*, *querida diario*, *este* and *la vacaciones*. The prepositions *por* and *para* were also confused/misused and there were many examples of ‘Spanglish’, eg *expectaba*, *expectaciones*, *advisto*.

Candidates on the whole were able to use the correct informal register. Candidates are strongly advised to avoid the use of expletives.

Question 12

- Overall, candidates performed well in this task. They were able to provide personal information and describe their personality, interests and explain why they would be the ideal person to be an exchange student. The majority of candidates understood that this profile was part of an application but a significant number wrote about themselves in letter form, clearly not knowing how to write a profile. Better responses used more descriptive and in depth vocabulary, displayed more creativity and authenticity of language.
- Most candidates were able to respond to this task in a creative manner, writing about accidents, unforeseen trips and even pregnancies. Better responses were of a well-developed and creative note that included a greeting, an explanation of why they needed to leave unexpectedly and stating that they were unsure of when they would return. They also concluded their notes with affectionate words to their parents.

Some candidates did not adhere to the word limit and/or wrote letters. Common language errors included the use of ‘b’ for ‘v’, ‘s’ for ‘c’ and not contracting *de* and *el*.

Questions 13 (a) and (b)

A majority of candidates completed this question (the letter) and overall performed quite well. They were able to express themselves using persuasive and convincing language, eg *Siento el deber de ayudarte en el dilemma en el que te encuentras* and *Las playas son espectaculares y no estrañarás las de España* and write about such things as multiculturalism, foods, places of interest and also Australia's flora and fauna. The correct conventions of letter writing were observed such as date, greeting, introduction and a closing. However, candidates are reminded of the importance of maintaining the same register throughout the task.

Less able candidates confused written with spoken form, often omitting the last letter of a word, eg *verda(d)* and *paí(s)* and had problems with verbs and syntax.

Extension

Oral Examination

General Comments

Generally, candidates found the oral questions challenging. Few candidates demonstrated the ability to argue their case in a coherent, sequenced manner. In the main, candidates lacked the necessary language to present and support an argument. Most candidates were only able to make tenuous links between ideas and as a result, their evidence lacked depth and breadth.

The more able candidates presented strong, structured arguments, with a small range of well-chosen examples. These could be drawn from the film, other texts of their own selection or other sources. They used appropriate vocabulary and complex sentence structures that framed complete thoughts. Less competent candidates made declarative statements which they did not substantiate. They spoke in very general terms, using very informal language, colloquialisms, regionalisms and sometimes English syntax, eg: *materialísticas, ahorita, harto, la sociedad que vivimos en*.

In presenting and supporting a point of view candidates should be encouraged to use the oral examination as an opportunity to showcase their linguistic competence.

Candidates should provide a structured response by defining the premise in their own language, then stating their point of view and giving evidence that justifies this point of view. It is vital to go beyond personal experience and demonstrate a broader understanding of a point of view as it relates to the issues.

Specific Comments

Question 1

Many candidates did not identify the link between the youth of today and leaders and positive role models. They based their arguments instead on the qualities that a good leader should possess. A small number of candidates talked about particular individuals who, while still considered leaders, were not necessarily leaders of today's youth, eg Gabriela Mistral and JFK. Many candidates spoke in generalisations and did not identify appropriate individuals to justify their comments.

Question 2

Most candidates attempted this question. The majority of responses focused on *materialista y competitiva*, and did not adequately address the qualifier *demasiado*. Candidates expressed the view that materialism and competition were wrong, attempting to support their argument by referring to cars, clothing, houses and technology. These examples were discussed superficially and not linked explicitly to the point of view of argument. A small number of candidates drew appropriate examples from *Barrio* and/or wider reading.

Question 3

This question was also a popular choice. While most candidates could speak about the violence shown in other media, many were not able to establish any clear links between this and violence and aggression in society. Many candidates made reference to current world issues but did not possess the necessary vocabulary and language structures to refer to this information effectively.

Written Examination

Section I – Response to a Prescribed Text

General Comments

The paper provided opportunities for all candidates to demonstrate their knowledge and understanding of the prescribed text and the related issues as well as their ability to write in Spanish for specific purposes. Although most candidates showed extensive familiarity with the film, many were unable to translate this knowledge into responses appropriate to the level required of an Extension student. Candidates need to read all the questions carefully. This will better enable them to plan their responses properly.

Specific Comments

Question 1

- (a) A ‘why’ question requires an explanation with reasons. However, some candidates’ responses contained assumptions and conclusions not explicitly manifested in the film.
- (b) The majority of candidates responded well, clearly identifying the differences between the Rafa remembered and the Rafa found in the tunnel.
- (c) A good response required a global appraisal of the issues presented in the scene. Most candidates found this question challenging and limited their responses to discussing the impact created by the two protagonists.
- (d) Many candidates were neither able to demonstrate an understanding of the divisions in society nor provide an adequate analysis of the film techniques. They recounted the scene, made general claims without support and did not link their arguments to the demands of the question.

Question 2

All candidates were able to write within the parameters of the task, organising information and ideas. Most candidates demonstrated satisfactory control of vocabulary, syntax and grammar. However, most also found it challenging to inject authenticity and creativity to make Javi speak like the Javi portrayed in the film, and did not provide the correct attitude, vocabulary and personality. Ricardo seemed more accessible as a character and he was often well portrayed. Better responses included relevant elements drawn from throughout the film, woven into the speech of the appropriate character. They also included relevant stage directions and created an authentic continuation of this scene.

Section II – Writing in Spanish

Question 3

Even though fewer candidates attempted this question, it provided a greater range in terms of the quality of responses. Many candidates were able to initiate an argument but encountered difficulties developing their analysis and carrying it through to a satisfactory conclusion and many responses were often limited to a single reason.

Better candidates did provide a range of arguments and displayed quite sophisticated language, eg *delinquir, tanta codicia y corrupción, se desató una polémica, sucumbe, escasean de solidaridad*.

Question 4

Candidates demonstrated their knowledge of this issue and most presented a coherent argument and addressed purpose and audience. The question provided enough scope for a range of different responses and candidates used a variety of persuasive approaches to the task. Unfortunately, poor spelling and grammar hampered some candidates. Candidates are reminded that it is imperative to plan their response and reread it when completed. This effort is well worth the achievement of a more polished piece of writing.

Spanish Beginners

2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Speaking Skills Examination			
Section I — Oral Reading			
1	5	Holidays and Travel	H2.4
Speaking Skills Examination			
Section II — Speaking			
2	3	At home	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	5	Lost item	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
5	7	Health	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
Listening Skills Examination			
1 (a)	1	Interview about magazine	H3.1
1 (b)	1	Interview about magazine	H3.1
2	2	Lost and found – announcement	H3.1
3	3	Clothing – advertisement	H3.1
4 (a)	1	Apologising and arguments – conversation	H3.1
4 (b)	3	Apologising and arguments – conversation	H3.1
5	1	Homework – dialogue	H3.1
6 (a)	1	Misunderstanding – phone conversation	H3.1
6 (b)	3	Misunderstanding – phone conversation	H3.1
7	4	Hobbies – conversation	H3.1
8	1	Formal events – conversation	H3.1
9	4	Advantages of being a dancer – speech	H3.1
10 (a)	1	Argument between a couple	H3.1
10 (b)	4	Argument between a couple	H3.1

Question	Marks	Content	Syllabus outcomes
Written Examination			
Section I — Reading Skills			
1	2	Making arrangements – note	H3.1
2 (a)	1	Transport — announcement	H3.1
2 (b)	1	Transport — announcement	H3.1
2 (c)	2	Transport — announcement	H3.1
3 (a)	1	Leisure — magazine article	H3.1
3 (b)	3	Leisure — magazine article	H3.1
3 (c)	3	Leisure — magazine article	H3.1
4 (a)	3	Complaint about youth — letter	H3.1
4 (b)	4	Complaint about youth — letter	H3.1
5 (a)	2	Conversation about TV show — chatroom	H3.1
5 (b)	3	Conversation about TV show — chatroom	H3.1
5 (c)	5	Conversation about TV show — chatroom	H3.1
Written Examination			
Section II — Writing Skills			
6	20	School activities — guided dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
7	20	Encounters, meetings and presentations — free dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
8	20	Encounters, meetings and presentations — informal letter	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

2004 HSC Spanish Beginners Marking Guidelines — Speaking Skills

Section I — Oral Reading

Question 1

Outcomes assessed: H2.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Reads confidently and fluently with correct intonation, pronunciation and accentuation• Competently and accurately recognises Spanish script	5
<ul style="list-style-type: none">• Demonstrates good oral reading skills, with some minor inaccuracies	4
<ul style="list-style-type: none">• Reads coherently, but pauses regularly, with some repetitions and mispronunciations	3
<ul style="list-style-type: none">• Demonstrates basic recognition of Spanish script• Regularly pauses, repeats words/phrases and mispronounces Spanish	2
<ul style="list-style-type: none">• Demonstrates limited recognition of Spanish script• Frequently hesitates and makes errors in pronunciation	1

Section II — Speaking

Question 2

Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Uses Spanish appropriately to convey the meaning of the cues Demonstrates an appropriate range of language and structures 	3
<ul style="list-style-type: none"> Uses Spanish to convey the meaning of most of the cues 	2
<ul style="list-style-type: none"> Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Spanish 	1

Question 3

Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Uses Spanish effectively and fluently to convey the meaning of the cues Demonstrates control of complex Spanish structures 	5
<ul style="list-style-type: none"> Uses Spanish appropriately to convey the meaning of most of the cues Demonstrates an appropriate range of language and structures 	3–4
<ul style="list-style-type: none"> Uses basic Spanish to convey the meaning of some of the cues 	2
<ul style="list-style-type: none"> Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Spanish 	1

Question 4

Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Uses Spanish effectively and fluently to convey the meaning of the cues Demonstrates control of complex Spanish structures 	7
<ul style="list-style-type: none"> Uses Spanish appropriately to convey the meaning of most of the cues Demonstrates an appropriate range of language and structures 	5–6
<ul style="list-style-type: none"> Uses basic Spanish to convey the meaning of some of the cues 	3–4
<ul style="list-style-type: none"> Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Spanish 	1–2



2004 HSC Spanish Beginners Marking Guidelines — Listening Skills

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies the place	1

Question 1 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (A)	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies some relevant details	2
• Identifies one isolated detail	1

Question 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the reasons	3
• Demonstrates some understanding of the reasons	2
• Identifies relevant information	1

Question 4 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 4 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of the text by providing most relevant details	3
• Demonstrates some understanding of the text	2
• Correctly identifies one detail	1

Question 5

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 6 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies the reason for the call	1

Question 6 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies Pedro's misconception and Claudia's correct proposal	3
• Identifies Pedro's misconception	2
• Correctly identifies one element of the misunderstanding	1

Question 7

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies four speakers	4
• Correctly identifies three speakers	3
• Correctly identifies two speakers	2
• Correctly identifies one speaker	1

Question 8

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 9

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of the text	4
• Demonstrates some understanding of the text	3
• Demonstrates a limited understanding of the text	2
• Correctly identifies one element	1

Question 10 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 10 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of the relationship	4
• Demonstrates some understanding of the relationship	2–3
• Identifies one relevant detail of the relationship	1



2004 HSC Spanish Beginners Marking Guidelines — Written Examination

Section I — Reading Skills

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies all the reasons	2
• Identifies one reason	1

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (A)	1

Question 2 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 2 (c)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies what commuters must do	2
• Demonstrates some understanding of what commuters must do	1

Question 3 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 3 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding to the reasons why Fabiana takes her sport seriously	3
• Demonstrates some understanding of the reasons why Fabiana takes sport seriously	2
• Provides one relevant reason	1

Question 3 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of what she brings to the sport and provides relevant details	3
• Demonstrates some understanding of what she brings to the sport	2
• Identifies one quality Fabiana brings to the sport	1

Question 4 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of her reasons for writing the letter and provides relevant details	3
• Demonstrates some understanding of the reasons why Mrs Lopez writes to the paper	2
• Identifies one relevant reason	1

Question 4 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of Adolfo's reply	4
• Demonstrates some understanding of Adolfo's reply	2–3
• Identifies one relevant detail of how Adolfo's responds to Mrs Lopez's letter	1

Question 5 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies two factors	2
• Identifies only one factor	1

Question 5 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of Pablo's plan	3
• Demonstrates some understanding of Pablo's plan	2
• Provides some relevant detail	1

Question 5 (c)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of each person's personality and provides relevant details	5
• Demonstrates some understanding of each persons personality with limited detail	3–4
• Provides some relevant details and/or limited understanding of the personalities	1–2

Section II — Writing Skills

Question 6

Outcomes assessed: H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates the use of appropriate vocabulary and sophisticated language structures• Demonstrates a high degree of accuracy with only minor errors• Sequences and structures information coherently and effectively	17–20
<ul style="list-style-type: none">• Demonstrates the use of appropriate vocabulary and language structures• Demonstrates a degree of accuracy with occasional (sometimes even significant) errors• Sequences and structures information effectively	13–16
<ul style="list-style-type: none">• Uses only basic vocabulary and simple language structures• Demonstrates some consistency in the use of language, with more frequent errors, but communication is generally achieved• Organises and sequences some information	9–12
<ul style="list-style-type: none">• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax• Achieves limited communication, using single words, set formulae and anglicisms to express information• Demonstrates little evidence of organisation and sequencing	5–8
<ul style="list-style-type: none">• Uses single words, set phrases in isolation and anglicisms• Barely addresses cues• Demonstrates minimal knowledge of vocabulary and language structures	1–4

Section II (continued)

Question 7–8

Outcomes assessed: H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Presents and develops relevant information, ideas and/or opinions • Demonstrates a wide range of vocabulary and language structures • Demonstrates a high degree of accuracy with only minor errors • Sequences and structures ideas and information effectively • Correctly observes all conventions of the discourse form 	17–20
<ul style="list-style-type: none"> • Presents and develops relevant information, ideas and/or opinions • Demonstrates some variety of vocabulary and language structures • Demonstrates a degree of accuracy with occasional (sometimes even significant) errors • Sequences and structures ideas and information coherently • Observes all conventions of the discourse form 	13–16
<ul style="list-style-type: none"> • Presents some relevant information, ideas and/or opinions • Uses only basic vocabulary and simple language structures • Demonstrates some consistency in the use of language, with more frequent errors, but generally achieves communication • Organises and sequences some information • Generally observes conventions of the discourse form 	9–12
<ul style="list-style-type: none"> • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Achieves limited communication, using single words, set formulae and anglicisms to express information • Demonstrates little evidence of organisation and sequencing • Is often repetitive • Rarely observes conventions of the discourse form 	5–8
<ul style="list-style-type: none"> • Uses single words, set phrases in isolation and anglicisms • Barely addresses topic • Demonstrates minimal knowledge of vocabulary and language structures 	1–4

Spanish Continuers

2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
Written Examination			
Section I — Listening and Responding			
1	2	Travel and tourism — announcement	H3.1
2	3	Education and aspirations — conversation	H3.1
3	3	Leisure and interests — answering machine message	H3.1
4	3	Current events — advertisement	H3.1, H3.2
5	3	Opinions and feelings — conversation	H3.1, H3.2
6	5	Personal identity — interview	H3.1, H3.2
7	1	Personal identity — conversation	H3.1, H3.2
8	5	The world of work — advertisement	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part A			
9	8	Lifestyle — magazine article	H3.1, H3.2
10	17	The work of work — newspaper article	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part B			
11	15	Travel and Tourism/Leisure and interests — advertisement/diary entry	H1.2, H1.3, H2.1, H2.3, H3.1
Written Examination			
Section III — Writing in Spanish			
12 (a)	6	Personal identity — letter of introduction	H2.1, H2.2, H2.3
12 (b)	6	Personal identity — note	H2.1, H2.2, H2.3
13 (a)	9	Feelings, opinions, lifestyle — letter	H2.1, H2.2, H2.3
13 (b)	9	Lifestyle — speech	H2.1, H2.2, H2.3

2004 HSC Spanish Continuers Marking Guidelines — Oral Examination

Conversation

Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H2.1, H2.3

MARKING GUIDELINES

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



2004 HSC Spanish Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies all elements of the package deal	2
• Identifies some elements of the package deal	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of how Miguel encourages the girl to continue studying	3
• Demonstrates some understanding of how Miguel encourages the girl to continue studying	2
• Identifies some relevant information	1

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

Criteria	Marks
• Explains in detail why Marcelo has left the message	3
• Provides some explanation of why Marcelo has left the message	2
• Identifies some information	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding in the way in which the advertisement achieves its purpose	3
• Demonstrates some understanding of the advice and its purpose	2
• Identifies some relevant information	1

Question 5*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a thorough understanding of the reasons for the mother's concern	3
• Demonstrates some understanding of the reasons for mother's concern	2
• Demonstrates limited understanding of the reasons for mother's concern	1

Question 6

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the importance of the tournament at Roland Garros	5
• Demonstrates a good understanding of the importance of the tournament at Roland Garros	3–4
• Identifies reasons	2
• Identifies some relevant information	1

Question 7

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (A)	1

Question 8

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive ability to analyse the appeal of the advertisement to a listener	5
• Supports the answer with appropriate references from the text	
• Demonstrates a good understanding of how advertisement appeals to listeners	3–4
• Supports the answer with some appropriate references from the text	
• Identifies elements of the advertisements' appeal	2
• Identifies some relevant information	1

Section II — Reading and Responding

Part A

Question 9 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of the components of cities	3
• Demonstrates some understanding of the components of cities	2
• Demonstrates limited understanding of the components of cities	1

Question 9 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 9 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies the migration experience and the change that occurs with time	4
• Provides examples to support the answer	
• Identifies some elements of the migration experience and the change that occurs	2–3
• Provides at least one example to support the answer	
• Demonstrates limited understanding of the migration experience	1

Question 10 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Explains in detail why the law is being proposed	2
• Identifies some relevant information	1

Question 10 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Identifies the reasons for choosing university studies	2
• Demonstrates a limited understanding of the reasons for choosing university studies	1

Question 10 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding about the advantages of studying a trade • Supports answers with relevant detailed references to the text	4
• Demonstrates some understanding • Supports the answer with some references to the text	3
• Identifies some of the advantages of studying a trade • Provides limited supporting evidence from the text	2
• Identifies some relevant detail	1

Question 10 (d)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates depth of understanding of the significance of the title in relation to the text	3
• Demonstrates an understanding of the significance and the link between the title and the text	2
• Demonstrates limited understanding of the significance of the title	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive ability to analyse the language and tone used in the text to convey the author's point of view• Provides detailed explanation of the references	6
<ul style="list-style-type: none">• Demonstrates a good understanding of the language• Supports the answer with some reference to the text	4–5
<ul style="list-style-type: none">• Cites some relevant references from the text with some explanation	2–3
<ul style="list-style-type: none">• Identifies some relevant information	1

Section II — Reading and Responding

Part B

Question 11

Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1

MARKING GUIDELINES

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

Section III — Writing in Spanish

Question 12

Outcomes assessed: H2.1, H2.2, H2.3, H4.1, H4.2, H4.3

MARKING GUIDELINES

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

Section III (continued)

Question 13

Outcomes assessed: H2.1, H2.2, H2.3, H4.1

MARKING GUIDELINES

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

Spanish Extension

2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
1	5	Searching for identity — monologue	H1.1, H1.2
2	5	Divisions in society — monologue	H1.1, H1.2
3	5	Tensions in relationships — monologue	H1.1, H1.2
Written Examination			
Section I — Response to Prescribed Text			
Part A			
1 (a)	2	<i>Barrio</i>	H2.1
1 (b)	3	<i>Barrio</i>	H2.1, H2.2
1 (c)	4	<i>Barrio</i>	H2.1, H2.2
1 (d)	6	<i>Barrio</i>	H2.1, H2.2, H2.3
Written Examination			
Section I — Response to Prescribed Text			
Part B			
2	10	<i>Barrio</i> — script of conversation	H2.1
Written Examination			
Section II — Writing in Spanish			
3	15	Divisions in society — speech	H1.1, H1.2
4	15	Searching for identity — article	H1.1, H1.2

2004 HSC Spanish Extension Marking Guidelines — Oral Examination

Monologue

Questions 1–3

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

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



2004 HSC Spanish Extension Marking Guidelines — Written Examination

Section I — Response to Prescribed Text Part A

Question 1 (a)

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the reasons why Manu had to follow his father	2
• Demonstrates an understanding of the reasons why Manu had to follow his father	1

Question 1 (b)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a clear understanding of the contrast between the idolised brother and the real one 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of the contrast between the idolised brother and the real one 	2
<ul style="list-style-type: none"> • Demonstrates limited understanding of the contrast between the idolised brother and the real one 	1

Question 1 (c)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a sensitive understanding of family breakdown. Clearly identifies Manu's disappointments and discusses his expectations 	4
<ul style="list-style-type: none"> • Demonstrates some understanding of family breakdown. Identifies Manu's disappointments and expectations 	2–3
<ul style="list-style-type: none"> • Demonstrates a limited understanding between family breakdown and Manu's disappointment 	1

Question 1 (d)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of how the scenes explore the issue of divisions in society • Supports answer with specific references to film techniques 	5–6
<ul style="list-style-type: none"> • Demonstrates a good understanding of how the scenes explore the issue of divisions in society • Supports answer with some appropriate references to film techniques 	3–4
<ul style="list-style-type: none"> • Demonstrates some understanding of divisions in society as it relates to the scenes 	1–2

Section I — Response to Prescribed Text

Part B

Question 2

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive and sensitive understanding of <i>Barrio</i> • Demonstrates flair and originality in the approach taken • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	9–10
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of <i>Barrio</i> • Demonstrates some flair in the approach taken • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	7–8
<ul style="list-style-type: none"> • Demonstrates an understanding of <i>Barrio</i> • Demonstrates a satisfactory control of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	5–6
<ul style="list-style-type: none"> • Demonstrates some understanding of <i>Barrio</i> • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Writes within the parameters of the task 	3–4
<ul style="list-style-type: none"> • Demonstrates a limited understanding of <i>Barrio</i> • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures 	1–2

Section II — Writing in Spanish

Questions 3 and 4

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents and develops a sophisticated, coherent argument, discussion or explanation• Writes effectively and perceptively for a specific audience, purpose and context• Demonstrates breadth and depth in the treatment of relevant ideas• Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure	13–15
<ul style="list-style-type: none">• Presents and develops a coherent argument, discussion or explanation• Writes effectively for a specific audience, purpose and context• Demonstrates breadth and some depth in the use of relevant supporting material and examples• Writes accurately using a range of vocabulary and sentence structures	10–12
<ul style="list-style-type: none">• Attempts to present and develop a coherent argument, discussion or explanation• Writes with some understanding of audience, purpose and context• Supports points with relevant material and examples• Writes using a range of vocabulary and sentence structures	7–9
<ul style="list-style-type: none">• Presents some relevant information, opinions or ideas• Demonstrates the use of appropriate supporting materials• Demonstrates evidence of the use of complex sentences	4–6
<ul style="list-style-type: none">• Presents some relevant information, opinions or ideas• Communicates primarily in simple sentences or set formulae	1–3