Spanish: Extension 

Advice for students

# Table of contents

Table of contents 1

About this resource 2

Course prescriptions 3

Advice: How to approach the oral examination 4

General information 4

Examination specifications 4

Criteria for judging performance 5

Before the examination 6

During the examination 8

Advice: How to approach the written examination 11

Introduction 11

Section I: Response to prescribed text 12

General examination specifications for Section I 12

Section I: Part A 13

Examination specifications 13

Criteria for judging performance 13

Before the examination 14

During the examination 15

Section I: Part B 16

Examination specifications 16

Criteria for judging performance 16

Before the examination 17

During the examination 18

Section II: Writing in Spanish 18

Purpose 18

Examination specifications 19

Criteria for judging performance 19

Before the examination 20

During the examination 21

Some expressions you may find useful 22

Sample writing activities 24

Prescribed issue: The search for identity 24

Prescribed issue: Societal pressures 24

Prescribed issue: Relationships 24

Sample monologues 25

Examples 25

Prescribed issue: The search for identity 25

Prescribed issue: Societal pressures 25

Prescribed issue: Relationships 26

Related texts 27

The search for identity: Related text 27

Societal pressures: Related text 1 27

Societal pressures: Related text 2 27

Relationships: Related text 1 27

Relationships: Related text 2 28

HSC-style tasks 29

Part A-style question (15 marks) 29

Short story 1: Julio y su papá 29

Sample answers and marking criteria 30

Question 1 30

Question 2 30

Question 3 31

Question 4 32

Part B-style questions (10 marks) 33

Short story 1: Julio y su papá 33

Short story 2: La señorita Dora/La profesora 33

Response to prescribed text: Marking guidelines for Part B 33

## About this resource

This material was previously published on HSC Online. This document was last updated on 22/06/2016. The advice provided is current as of 22/06/2016.

# Course prescriptions

The prescribed issues for 2014-2018 are:

* the search for identity
* societal pressures
* relationships.

The prescribed text is:

* short stories: *Cinco para las nueve y otros cuentos* (Alonso Cueto, Alfaguara, Lima, 2005, third edition).

There are 8 short stories prescribed for study:

1. Julio y su papá (Julio and his father)
2. La acusación (The Accusation)
3. La señorita Dora (The Teacher)
4. Las palabras de Roxana (Roxana’s Words)
5. La mañana del señor Rosales (The Morning of Mr Rosales)
6. La segunda visita (The Second Visit)
7. Cinco para las nueve (Five to Nine)
8. Secretos (Secrets)

Full details of the [Spanish Course Prescriptions 2014-2018](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/spanish-ext-prescriptions-14-18.pdf) are on the BOSTES website.

# Advice: How to approach the oral examination

## General information

The oral examinations take place in July, August or September each year. All languages oral examinations (except for Modern Hebrew) are held on a Saturday. Specific information about your examination will be made available to you approximately three weeks before the examination date. The Languages Oral Online Examination Scheduling Function allows your teacher to schedule the time and venue for your HSC Language oral examinations. Once you have been scheduled, your teacher will be able to print a copy of your confirmation sheet from Schools Online. You should also download your confirmation sheet and relevant venue location maps through Schools Online.

It is important that you check the [Higher School Certificate Languages Oral Examination Timetable](http://www.boardofstudies.nsw.edu.au/events/) at the BOSTES website. The oral examination relates to Objective 1 in the Spanish Extension Stage 6 syllabus. It is designed to assess your knowledge and skill in using spoken Spanish to present and support a point of view.

©BOSTES, Spanish Extension Stage 6 syllabus, updated September 2009

**Objective**

The student will:
1 present and discuss opinions, ideas and points of view in Spanish

**Outcomes**

The student:
1.1 discusses attitudes, opinions and ideas in Spanish
1.2 formulates and justifies a written or spoken argument in Spanish

## Examination specifications

The oral examination is worth 10 marks. You will choose one question from a choice of two questions. You are required to present a spoken monologue of approximately three minutes, related to the prescribed issues. The prescribed issues are listed above, [under ‘Course prescriptions’](#_Course_prescriptions).

The questions will be written in both English and Spanish, for a response in Spanish.

The examination is approximately 10 minutes long, which includes 7 minutes preparation time.

Ensure that you write your Centre Number and Student Number on the examination paper, as you will be required to hand it in at the conclusion of the oral examination.

During the preparation time, you may make brief notes in the spaces provided on the examination paper. You may refer to these notes during the examination but you must not read directly from them.

The use of dictionaries is not permitted during the oral examination.

## Criteria for judging performance

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

* present and support a point of view
* communicate in spoken Spanish
* structure and sequence information, opinions and ideas within the time allocation
* demonstrate control of a range of language structures and vocabulary in Spanish.

Responses which create a positive impression demonstrate a good understanding of the issues and present a sophisticated, coherent argument to support a point of view. These responses will:

* remain relevant to the question at all times
* reflect a depth of understanding of the issue/s involved
* be delivered with confidence, correct pronunciation and intonation, and a high level of grammatical accuracy.

A student who has well-developed speaking skills will:

* demonstrate a degree of authenticity, formulating ideas in Spanish, rather than translating directly from English
* demonstrate breadth and sophistication in the use of vocabulary, expressions and sentence structures.

**Note:** The BOSTES has developed Spanish Standards Packages (2001 and 2002), which contain detailed information on the level of achievement for each performance band, including **examples of student responses.** While these are not the current prescribed issues, hearing and reviewing actual student responses is an excellent way to understand how the marking criteria are put into practice. This will demonstrate the standard expected. The packages are available at the [Assessment Resource Centre.](http://arc.bostes.nsw.edu.au/go/hsc/std-packs/)

## Before the examination

It is important to familiarise yourself with the prescribed issues.

The oral examination is related to the prescribed issues and NOT directly to the prescribed texts. (Your knowledge of the prescribed texts will be assessed in the written examination, Section I: Response to prescribed text. It is therefore unnecessary to refer to incidents or characters from the prescribed text in the oral examination.)

The issues which have been set for study are broad and can be explored from a number of different perspectives (which are not prescribed), allowing you a degree of flexibility in the sub-topics you wish to pursue. While the prescribed issues are mandatory, the dot points listed in the [Spanish Extension Higher School Certificate 2014-2018 Course Prescriptions](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/spanish-ext-prescriptions-14-18.pdf) document are not. They are suggestions only and are included to give a sense of the scope of the prescribed issues.

Reading widely in Spanish on the issues will introduce you to a range of material and ideas and help you build a bank of appropriate vocabulary and expressions, which are likely to have application across a number of sub-topics.

Consider, for example, the issue ‘Societal pressures’. You might read articles on:

* uncertain future
* equity and justice
* societal expectations
* conformity versus individuality
* generational diversity.

In collecting a range of vocabulary and expressions, you might find examples which are common to a number of sub-topics and may be adapted and included in a range of responses.

The following are examples only:

* Hay gente que mantiene/insiste/sostiene/que…
* ¡Es difícil de creer, pero es verdad!
* Los prejuicios pueden llevar a…
* La injusticia sólo causa…
* Sobre el tema de la justicia, sólo puedo decir lo siguiente.
* El desequilibrio social lleva a…
* Se puede decir que a través de actos generosos…
* El desarrollo personal es primordial en la vida de una persona.

When considering your response you should remember that it is not the particular viewpoint you take which is important, but rather your ability to build a relevant and well-balanced argument and to support it logically and coherently.

You should begin with an introduction and, after providing a well-supported argument, draw your monologue to a close with a logical conclusion. You should aim to address the topic in general terms and avoid an over-dependence on personal anecdotes or lists of items. If you provide an introduction, followed by three or four main ideas, developed with supporting evidence, and finally a conclusion, you should be able to speak for approximately three minutes, as specified by the syllabus.

Remember, it is important to support the point of view you present in your response. The following advice may be helpful:

* Read widely, keep your own bank of useful vocabulary and expressions, and practise regularly to develop your ideas.
* Be familiar with a few expressions which help you link your arguments and give your monologue structure. These need not be long or complex, but will help your response to flow logically.
* Learn a variety of ways of expressing an opinion and avoid obvious repetition of the same structures. Remember it is the quality of your argument which is the most important factor, and over-reliance on rote-learned phrases, which are not particularly relevant, should be avoided.
* Practise monologues and record yourself at home so that you are used to giving your opinion. If possible, practise monologues with other students to assist in the development of ideas and viewpoints.
* Expose yourself to as much Spanish as possible. Access the various forms of media available which relate to the prescribed issues, bearing in mind that some of these resources may be aimed at background speakers of Spanish. However, they may assist you in gathering information and opinions to support your point(s) of view. Some sources may include:
	+ Spanish magazines, e.g. *Cambio 16, Diez Minutos, Hola*
	+ Spanish newspapers, e.g. *El País, El Mundo, La Nación, La República*
	+ audio material and DVDs available from the [*Instituto Cervantes*](http://sidney.cervantes.es/en/)
	+ Spanish news/current affairs websites, including podcasts
* Other sources of a more general nature can provide further opportunities for you to hear spoken Spanish. These include SBS radio and television in many areas of NSW.

Wide reading and listening in Spanish is recommended to establish the habit of thinking in Spanish. Your teacher could possibly suggest some other resources available to you.

## During the examination

Remember to relax. If you take a moment to think and plan your approach, without rushing to provide a response, you will be able to adapt what you know to answer a range of questions.

You will have 7 minutes preparation time.

In deciding which question to answer, you should choose the question which allows you to use different arguments, vocabulary and structures.

You are allowed to make brief notes as memory prompts in the spaces provided on the examination paper. You may choose to do this in a variety of ways. For example:

* numbering the points in the order in which you will make them
* drawing up columns for different aspects of your argument
* using different coloured inks to indicate the “pros and cons”
* drawing a mind-map.

Remember that the examiners will have access to your notes, although these notes are not marked. You are not permitted to write out your monologue in whole sentences and then simply read this out. The brief notes you write are to be used as a guide or as a prompt only, to assist you in presenting your argument. When selecting a question, you should make sure you understand exactly what the question requires. Consider the following:

*Vivir en una sociedad multicultural tiene muchas ventajas. Comenta.*

This question does not ask for a general discussion of the multicultural nature of Australian society. It asks you to present and support an opinion on the advantages (or disadvantages, should you choose to take the opposite point of view) of living in a multicultural society. The monologue questions are given in both Spanish and English to avoid any possibility of misinterpretation. The relevance of your response is very important, and responses which are vague and do not target the question are easily identifiable.

When answering the question, you should begin with an introduction, followed by a well-supported and balanced argument. In expressing a point of view, you may decide to acknowledge the other side of the argument (e.g. *Mucha gente piensa que…, Se sabe que…, Es un hecho que…*). Although not mandatory, this approach may assist in keeping your argument well-balanced.

You will speak for approximately three minutes. For the most up-to-date advice relating to the administration of the oral examination, visit BOSTES’s [HSC Languages oral examinations – advice to students](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/languages-oral-exam-advice-to-student.html).

A relevant conclusion is important and will complete your response. Although it may be relatively brief, a good conclusion will tie together the threads of the argument and re-affirm your viewpoint (e.g. *Por lo tanto…, Insisto en que…, de hecho…*).

It might even end with a question, e.g. *¿Pero quién sabe qué nos prepara el destino?* Note: A good conclusion will not simply re-state the question printed on the examination paper.

Other students may discuss their own responses with you after the examination. You should not be alarmed if they have taken a different approach in answering a question. The nature of the monologue question invites a variety of opinions and approaches. All justified interpretations, which are relevant to the question, are acceptable.

# Advice: How to approach the written examination

## Introduction

You will have two hours (including 10 minutes reading time) to complete the written examination. You will be required to complete two sections:

* Section I: Response to prescribed text Part A and Part B; and
* Section II: Writing in Spanish.

You should consider the allocation of marks and organise your time accordingly.

Suggested approach:

1. Section I: Response to prescribed text (Part A) is worth 15 marks. Allocate 45 minutes for this section.
2. Section I: Response to prescribed text (Part B) is worth 10 marks. Allocate 30 minutes for this section.
3. Section II: Writing in Spanish is worth 15 marks. Allocate 45 minutes for this section.

Make sure you allow sufficient time to:

1. plan your answers before you commence.
2. revise your work and check the quality of your responses, ensuring your intention is clear and there are no ambiguities.

To ensure that you are fully prepared for the Spanish Extension examination paper, you could ask yourself the following questions:

1. Do I have a thorough knowledge and understanding of the prescribed text?
2. Am I able to discuss questions in English relating to the themes, characterisation, language features, style, context and issues, etc.?
3. Am I able to respond personally and creatively in Spanish to the prescribed text, using the required text types (a letter, diary entry, narrative account, or the script of a conversation, speech, monologue or interview)?
4. Am I familiar with the three prescribed issues?
5. The search for identity.
6. Societal pressures.
7. Relationships.
8. Have I developed the skills required to present, explain or justify opinions, ideas and points of view in Spanish, by writing a short essay, article, script of a talk, formal letter or report?

Remember, you may use monolingual and bilingual print dictionaries in the written examination.

Note: The BOSTES developed Spanish [Standards Packages](http://www.boardofstudies.nsw.edu.au/multimedia/stand_packs_index.html) in 2001 and 2002, which contain detailed information on the level of achievement for each performance band, including examples of student responses. Although the prescribed texts and issues have changed, the packages remain current and will assist you in understanding the standard expected.

## Section I: Response to prescribed text

### General examination specifications for Section I

Section I relates to Objective 2 and is designed to assess your knowledge and understanding of the prescribed texts and the relationship of the texts to the issues, as well as your ability to respond to the prescribed texts through the production of an original text.

©BOSTES, Spanish Extension Stage 6 syllabus, updated September 2009

**Objective**

The student will:
2 evaluate, analyse and respond to text that is in Spanish and that reflects the culture of Spanish-speaking communities

**Outcomes**

The student:
2.1 evaluates and responds to text personally, creatively and critically

2.2 analyses how meaning is conveyed

2.3 analyses the social, political, cultural and/or literary contexts of text that is in Spanish

## Section I: Part A

### Examination specifications

**Part A will be worth 15 marks.**

This part is designed to assess your ability to respond critically to the prescribed text.
You will be required to analyse and evaluate aspects of the prescribed text and demonstrate knowledge and understanding of language features, content, context, how meaning is conveyed, and the relationship between the prescribed text and issues.

You will be given a short extract from the prescribed text. There will be 4-6 questions on the text. Questions will be phrased in English, for responses in English.

### Criteria for judging performance

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

* respond critically to the prescribed text
* analyse how meaning is conveyed
* demonstrate an understanding of the relationship between the prescribed text and prescribed issues
* communicate information and ideas in comprehensible English.

You may be required, for example, to:

* identify and explain the plight of a character
* analyse a character
* evaluate the impact of events on one or more of the characters
* comment on a character’s ability to deal with a situation
* comment on the significance of particular linguistic features
* comment on the relationship between an aspect of the text and the prescribed issues
* analyse a character's involvement in an incident in the text
* show an understanding of the linguistic features employed by the author and their impact on the reader
* comment on the style and structure of the text
* comment on a quote(s) from the text
* evaluate the significance of a character’s words and/or actions
* identify and comment on symbolism within the text
* express and support a point of view
* describe how characters deal with situations
* identify and describe a mood or atmosphere
* comment on the attitude of a character
* show an understanding of how humour is employed
* compare and contrast aspects of one or more prescribed extracts
* comment on the effectiveness of the text in delivering its message
* comment on the impact of the title
* discuss how mood, etc. is conveyed through language
* compare and/or contrast the way an issue is dealt with in the text.

### Before the examination

You should have a thorough understanding of all aspects of each extract of the prescribed text. You should familiarise yourself with the content and issues, and consider the message the author wishes to convey.

The following are among the questions which may assist you in gaining an insightful understanding of the prescribed text.

For example:

* How do the prescribed issues relate to the prescribed text?
* How do the language features and structure of the prescribed text help to deliver the message?
* How are the characters in each prescribed extract similar or different?
* What is the nature of the relationship between each of the characters?
* Do you feel empathy towards the characters?
* What purpose did the author have in writing the short story? Has the message been effectively conveyed?
* What linguistic features are used by the author? How effective are they?
* Why has the title been chosen?
* How would you describe each of the characters?
* How do the characters react to the situations in which they find themselves?
* Is there any character development in the protagonists? Is the development (or lack of it) significant?
* Why has the author chosen these characters? Would the short story have a different impact if the gender roles were reversed?
* If you could ask each character five questions, what would they be?
* Does the short story have a climax? Is it effective?
* Are any issues left unresolved at the end of the story?
* What has been the impact on you, the reader?
* Does the short story have a moral?
* Do the characters live on for you, now that you have finished reading the stories?

### During the examination

During the 10 minutes reading time, you should familiarise yourself with the questions and estimate how much time you will need to give full responses.

Read each question carefully to ensure your answer is relevant. Be certain to establish whether the question refers to the extract, or to the prescribed text as a whole. Highlighting or underlining keywords may be useful in ensuring your response correctly targets the question.

The questions may require you to show an in-depth understanding which is more than a simple retelling of events. Remember that each prescribed text has a message and you will need to show that you have formed an interpretation or opinion you can discuss and support.

If you are asked a question related to the use of language features you should comment on their impact, rather than simply listing them without any explanation.

Use the number of lines as a guide – this is intended to indicate to you the length of a complete response, succinctly expressed. It is important that valuable time is not wasted by repeating the question or giving responses which are longer and more involved than necessary. However, if you do need to write more than the lines allow, you can use the remaining space on the paper or ask for an additional examination booklet.

In determining the depth of your response, you should consider the number of marks allocated to the question. A question worth 5 or 6 marks is likely to require a more perceptive and insightful response, with supporting evidence from the prescribed text.

It is important to remember that this part of the examination must be answered in English. You should take time to review your answers to ensure they are unambiguous and your intention is clear.

It is not usually necessary to supply extensive quotes from the text, unless specifically required by the question. If the question asks you to comment on a quote, you should show that you have a clear understanding of its meaning, e.g. by translating or paraphrasing it, or including its meaning in your response. This will ensure your response is clear and to the point, rather than vague and general.

## Section I: Part B

### Examination specifications

**Part B will be worth 10 marks.**

This part is designed to assess your ability to respond personally and creatively in Spanish to the prescribed text.

You will be given a short extract from the prescribed text. The extract will be different from the extract provided in Part A. You will be required to respond to an aspect of the prescribed text by, for example:

1. taking the role of a character in the prescribed text
2. imagining a hypothetical situation in relation to the prescribed text
3. writing a description of an event in the prescribed text from a different perspective.

You will be expected to write a letter, diary entry, narrative account or the script of a conversation, speech, monologue or interview of approximately 200 words in Spanish.

The task will be phrased in English and Spanish, for a response in Spanish.

Remember, you may use monolingual and/or bilingual print dictionaries in the written examination.

### Criteria for judging performance

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

* write from a particular perspective in a specified context
* demonstrate an understanding of the prescribed text
* communicate information and ideas clearly and accurately in Spanish.

A high level response will demonstrate a perceptive understanding of the prescribed text. The approach taken will demonstrate flair and creativity and will not be a simple retelling of the story.

The response will demonstrate the ability to manipulate language authentically and creatively to meet the requirements of the task.

### Before the examination

You should:

* familiarise yourself with the aspects of the prescribed text, the issues raised and the message the author wishes to convey. The response to this question requires you to demonstrate a sound understanding of the prescribed text. A response which is purely creative and does not relate to events in the extract will not fulfil all the criteria.
* consider the viewpoint which could be taken by different characters in response to a variety of situations. In responding to a hypothetical situation, it is important to ensure that this remains consistent with the personalities and actions in the text.
* practise writing a variety of text types. For example, a narrative account might be used to write an alternative ending to a story, a diary entry might allow for the reflections of one of the characters, the script of a talk might allow for an outsider to comment on what he/she has seen or experienced, a report may be used to present the viewpoint from an onlooker, etc.
* attempt as many practice questions as possible. This should increase your confidence and enable you to cope with any question in the examination. Thorough preparation is the key to success.

### During the examination

You should:

* read the question carefully and plan your response to ensure that you directly address the question.
* remember that, although this question requires creative writing, your response must also reflect a good understanding of the story and the characters involved.
* ensure that your response flows logically and does not use lengthy quotations from the original text.
* write on alternate lines (this is not mandatory, but allows you to review and amend your work legibly).
* avoid the temptation to re-word the question into another question you would prefer. You must address the question as printed on the paper. This will allow you to respond personally and creatively, as long as you remain relevant to the question. It is important to avoid including slabs of pre-learned material which may not be relevant and are unlikely to fit with your level of Spanish. Doing so can often result in a response which is disjointed and difficult to understand.
* allow sufficient time to review what you have written. This is an important part of the writing process and enables errors to be corrected and additions to be made.

## Section II: Writing in Spanish

### Purpose

Section II relates to Objective 1 and is designed primarily to assess your ability to present and support a point of view about the prescribed issues through the production of an original text in Spanish.

©BOSTES, Spanish Extension Stage 6 syllabus, updated September 2009

**Objective**

The student will:
1 present and discuss opinions, ideas and points of view in Spanish

**Outcomes**

The student:
1.1 discusses attitudes, opinions and ideas in Spanish
1.2 formulates and justifies a written or spoken argument in Spanish

## Examination specifications

**This section will be worth 15 marks.**

You will be required to give an evaluative response, by presenting and explaining or justifying a point of view. Students will select ONE of two questions. Each question will specify an audience and/or a purpose and/or a context. The questions will be related to the prescribed issues.

You will be expected to write a short essay, article, script of a talk, formal letter or report of approximately 300 words in Spanish.

The tasks will be phrased in English and Spanish for a response in Spanish. Since 2010 both tasks require the same text type.

Remember, you may use monolingual and/or bilingual print dictionaries in the written examination.

### Criteria for judging performance

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

* present and explain or justify a point of view
* write text appropriate to context and/or purpose and/or audience
* structure and sequence information, opinions and ideas
* demonstrate control of a range of language structures and vocabulary in Spanish.

A high level response will present and develop a sophisticated, coherent argument, discussion or explanation, and be written effectively and perceptively for a specific audience, purpose and context. The response will demonstrate breadth and depth in the treatment of relevant ideas. It will be written with a high level of grammatical accuracy and breadth and sophistication of vocabulary and sentence structure.

Note: The BOSTES has developed Spanish [Standards Packages](http://www.boardofstudies.nsw.edu.au/multimedia/stand_packs_index.html) (2001 and 2002), which contain detailed information on the level of achievement for each performance band, including examples of student responses. While these are not the current prescribed issues, hearing and reviewing actual student responses is an excellent way to understand how the marking criteria are put into practice. This will demonstrate the standard expected. The packages are available at the [Assessment Resource Centre.](http://arc.bostes.nsw.edu.au/go/hsc/std-packs/)

### Before the examination

You should familiarise yourself with the prescribed issues. Reading widely on various aspects of the prescribed issues will assist you to increase your range of vocabulary and develop the skills required to present your views. There are many items of interest in current magazines and newspapers which relate to the prescribed issues. The internet will also provide access to a wide range of up-to-date information and vocabulary.

You are required to produce an original text in Spanish of approximately 300 words. Your response will present and explain or justify a point of view and should begin with an introduction, followed by the body of the text, where the argument is developed, and end with a logical conclusion.

In preparing for the examination, you should attempt as many practice questions as possible, covering a wide range of topics. This will increase your confidence and enable you to cope with any question in the examination. Thorough preparation is the key to success and there is much you can do to ensure you are able to deal with any question.

Creating your own list of vocabulary and expressions will help give your writing structure and flow. A good command of grammatical structures will underpin a good response, ensuring your ideas are well communicated. Some expressions you may find useful have been provided at the end of this document. Further examples can be found in a number of dictionaries.

You should aim to think in Spanish to ensure your writing is as authentic as possible. A translation from English may be disjointed in Spanish and is unlikely to create a very positive impression. On the other hand, the variety of language and expressions you use will reflect the breadth and depth of your knowledge and indicate your facility with the language.

It is important to be guided by your teacher's comments and advice when your practice essays are marked.

### During the examination

You should:

1. read the two questions carefully and then choose the question which allows you the most scope.
2. avoid any temptation to take the question and re-model it into another question you prefer. You must address the question as printed on the paper.
3. reflect on the topic you have chosen. Make a plan, even if sketchy, to ensure you keep your answer focused and relevant to the question.
4. remain ‘cool’ and unflustered if faced with a topic you have not anticipated. Remember that the questions will be based on the issues you have studied and that, with calm thought, a clear head and planning, you will be able to respond to any question.
5. keep your arguments logical and to the point. Do not be tempted to write more complicated Spanish than your skills allow. This will not promote good communication and is likely to create a poor impression.
6. know your capabilities. Do not include large slabs of pre-learned, complicated Spanish which do not address the question or fit with your own level of language. If you do this, your answer is likely to be disjointed and difficult to understand.
7. keep your answer relevant. An answer which directly addresses the question will be more impressive.
8. stay calm and don’t change the plan of approach you have practised throughout the year. Thorough preparation is the key to success and will hold you in good stead on the day.
9. allow sufficient time to review what you have written. Read over your work and check your spelling, language and structures. Reflect critically on what you have written and ask yourself if it makes sense. This is an important part of the writing process and enables errors to be corrected and additions to be made.

### Some expressions you may find useful

#### Introductory remarks:

e.g.

* Para comenzar me gustaría decir que…
* Primero me gustaría explicar qué es lo que entiendo por…
* En mi opinión…
* Considero que…
* Por lo general se dice que…
* Casi diariamente…
* Por un lado se dice que…y por otro…
* Algunos dicen que…y sin embargo otros…
* Se sabe que…
* Hay una serie de ejemplos que…
* La gente suele decir que…
* Se dice con frecuencia que…

#### Presenting an opinion:

e.g.

* Estoy convencido/a de que…
* En mi opinión…
* Me parece que…
* Desde mi punto de vista…
* Me temo que, …
* Puedo imaginar que…
* Tengo la impresión que…
* Estoy seguro/a que …
* A menudo tenemos que enfrentarnos a este problema…

#### Developing an argument:

e.g.

* Tenemos que tener claro…
* Ambos…tanto uno como el otro…
* Así como también…
* Por un lado…y por el otro…
* Unido a ésto…
* Ya sea…o…
* Lo más interesante aquí es…
* Según las estadísticas…
* Es sobre…
* Es verdad que…
* Sigue siendo una posibilidad que…
* Es indudable que…
* De todos modos es seguro que…
* Puede ser que…
* Hasta cierto punto…
* Mirándolo todo…
* Mirándolo bajo ese punto de vista…
* Por el lado positivo/negativo hay que tomar nota de…
* Es difícil decir si…
* Se está en duda si…
* Es imposible saber/tener/hacer…
* Es importante hacer ver…

#### Drawing a conclusion:

e.g.

* De todos modos/De todas maneras…
* Es indudable que...
* Obviamente/Es obvio…
* En conclusión me gustaría decir…
* Para acabar quiero decir…
* Tomando todo en cuenta, se puede decir que…
* Por último…
* Finalmente…
* No cabe duda…
* Queda fuera de duda…

# Sample writing activities

Write approximately 300 words in Spanish.

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

* present and explain or justify a point of view
* write text appropriate to context and/or purpose and/or audience
* structure and sequence information, opinions and ideas
* demonstrate control of a range of language structures and vocabulary in Spanish.

## Prescribed issue: The search for identity

1. Los niños necesitan dos padres para tener éxito en la vida. ¿Estás de acuerdo?

Children need two parents if they are to be successful in life. Do you agree?

1. Para realizarse completamente como persona hay que salir del proprio entorno. ¿Estás de acuerdo?

To reach your full potential as a person you need to go beyond your comfort zone. Do you agree?

## Prescribed issue: Societal pressures

1. Somos cómplices de la corrupción si no luchamos contra ella. ¿Estás de acuerdo?

Unless we take a stand against corruption we are nothing but accomplices. Do you agree?

1. Tener tu propria personalidad/ Ser uno mismo es imposible en la sociedad de hoy. ¿Estás de acuerdo?

True individuality is impossible in today’s society. Do you agree?

## Prescribed issue: Relationships

1. El bullying es un hecho de la vida. ¿Estás de acuerdo?

Bullying is a fact of life. Do you agree?

1. Los amigos en línea no son verdaderos amigos. ¿Estás de acuerdo?

Online friends are not real friends. Do you agree?

# Sample monologues

You are to speak for approximately three minutes on each question. In your answers you will be assessed on how well you:

* present and support a point of view
* communicate in spoken Spanish
* structure and sequence information, opinions and ideas within the time allocation
* demonstrate control of a range of language structures and vocabulary in Spanish.

## Examples

### Prescribed issue: The search for identity

1. La sinceridad es más importante aunque hieras los sentimientos. ¿Estás de acuerdo?

Telling the truth is more important than worrying about hurting somebody’s feelings. Do you agree?

1. ¿Estás de acuerdo? Seremos felices si hacemos siempre lo que queremos. ¿Estás de acuerdo?
We will be happy if we always do what we want. Do you agree?
2. Casarse mayor (después de los 30 años) es mejor que casarse muy joven. ¿Estás de acuerdo?
Marrying later in life (after turning 30) is better than marrying when you are very young. Do you agree?

### Prescribed issue: Societal pressures

1. La vida nos controla. Nosotros no tenemos control sobre la vida. ¿Estás de acuerdo.

Life controls us. We do not control life. Do you agree?

1. Australia es una comunidad sin clases sociales. ¿Estás de acuerdo?
Australia is a classless society. Do you agree?
2. Para sobrevivir debemos adaptarnos a las circunstancias. ¿Estás de acuerdo?
In order to survive we must adapt to changing circumstances. Do you agree?

### Prescribed issue: Relationships

1. Los amigos son esenciales para hacer frente a la vida. ¿Estás de acuerdo?

Friends are vital in coping with life. Do you agree?

1. No debería haber secretos entre padres e hijos. ¿Estás de acuerdo?

There should be no secrets between parents and children? Do you agree?

# Related texts

## The search for identity: Related text

Read the text [***La apariencia física y la autoestima***](http://www.defamilyas.com.ar/noticias/nota.aspx?id=5ceda93d-83a5-40a7-a6b1-e1ae63aa80eb) and then answer the questions which follow in English.

1. What are the statistics quoted in this article based on?
2. What factors contribute to the development of the problem?
3. Why are girls more affected than boys? How are their behaviours impacted?

### Writing activity

Read the section of the article entitled: *¿Cómo puedo ayudar a mi hijo…su cuerpo?* Then answer the following question in Spanish. Write approximately 300 words or speak for approximately 3 minutes.

Para un adolescente que no está satisfecho con su proprio cuerpo, es más importante el apoyo de los amigos que el apoyo de los padres. ¿Estás de acuerdo?

For an adolescent who is not happy with his/her body, the support of friends is more important than the support of parents. Do you agree?

## Societal pressures: Related text 1

Listen to the song [***La Mala Reputación***](http://www.youtube.com/watch?v=ZN1TGK5FAas) (Brassens/Pascual, sung by Paco Ibáñez) and answer the question in English:

1. Paco Ibáñez has referred to the writer of this song, the Frenchman Georges Brassens, as *‘el más sabio y anti-conformista’*.

How do the lyrics of the song support this judgement?

## Societal pressures: Related text 2

Listen to the song [***Me lo decía mi abuelito***](https://www.youtube.com/watch?v=FaTtQwNTk0c)(José Agustín Goytisolo, sung by Paco Ibáñez) and answer the questions in English:

1. What type of society is being portrayed by the father and grandfather in this song?
2. How do both songs reflect aspects of societal pressure on the individual?

## Relationships: Related text 1

Read the introduction of the text[***La relación profesor-alumno en el aula***](http://www.upcomillas.es/personal/peter/otrosdocumentos/Relaci%EF%BF%BDnEnClase.pdf) *(Vamos a hablar…modelos de identificación)* and then answer the questions in English:

1. What indicates the distance between student and teacher?
2. What do Australian Aboriginal primary students have in common with Spanish university students?
3. Why is an emotional dimension important in successful learning?

### Writing activity

*Cuenta alguna experiencia personal importante de tus años en la escuela primaria. Escribe aproximadamente 200 palabras en español.*

Recount a significant personal classroom experience from your primary school years. Write approximately 200 words in Spanish.

## Relationships: Related text 2

Read the text[***La relación padre e hijo***](http://www.enfemenino.com/bebes/la-relacion-padre-hijo-s448865.html)and then answer the questions in English:

1. According to the article, how can a father contribute to shaping a child’s personality?
2. According to the article, why should fathers be a figure of authority for their children?

### Writing activity

*En tu diario reflexiona sobre cómo ha cambiado con los años tu relación con tu padre y/o tu madre.*

Write a diary entry in Spanish of approximately 200 words in which you reflect on how your relationship with your parent(s) has changed over the years.

# HSC-style tasks

## Part A-style question (15 marks)

You will be assessed on how well you:

* respond critically to the prescribed text
* analyse how meaning is conveyed
* demonstrate an understanding of the relationship between the prescribed text and prescribed issues
* communicate information and ideas in comprehensible English.

### Short story 1: *Julio y su papá*

Answer the following questions in English.

1. Why does Pete lie about the reason for the fight? (3 marks)
2. Why does Julio continue the lie when asked by his mother about the fight?
(3 marks)
3. Describe the relationship between Julio and Simón. ( 4 marks)
4. ‘*Julio se agacha, lo coge de la rodilla, y ve a Pete caer. Tiene la camisa embarrada y los ojos luminosos. Pete salta hacia él con la pierna arriba, le da en la cintura y Julio cae raspándose el codo con líneas de sangre. Desde el suelo jala los zapatos negros de Pete. Entonces ocurre lo peor. De un salto Pete se sienta sobre su cintura y lo martilla con golpes en la cabeza. Julio estira los brazos pero el granizo de puños es demasiado intenso sobre su cara y sus hombros. Por fin, con alivio y con humillación, siente que un profesor está moviendo ese peso de su estómago y que Toño lo ayuda a levantarse. Un velo de sangre no lo deja ver bien al grupo de muchachos exaltados que el profesor ya dispersa.’*

Discuss the author’s use of language techniques in this text and their intended effect on the reader. (5 marks)

## Sample answers and marking criteria

### Question 1

Outcomes assessed: 2.1, 2.2

**Marking criteria**

* Demonstrates a comprehensive understanding of why Pete lies about the reason for the fight. (3 marks)
* Demonstrates a good understanding of why Pete lies about the reason for the fight. (2 marks)
* Provides some relevant information. (1 mark)

Your answer may include:

*Pete lies because he does not want to disclose his bullying of Julio to the Principal and he might not even think it is important to talk about that. He chooses to say the fight was about football because it is a credible explanation and he is supported in this by what Julio says. He knows that this reason, unlike the real reason, will not put him in a much worse position and attract a much worse punishment.*

### Question 2

Outcomes assessed: 2.1, 2.2

**Marking criteria**

* Demonstrates a perceptive understanding of why Julio continues to lie when asked by his mother about the fight. (3 marks)
* Demonstrates a good understanding of why Julio continues to lie when asked by his mother about the fight. (2 marks)
* Provides some relevant information. (1 mark)

Your answer may include:

*Julio has already lied once to his principal, mainly because he fears more danger and trouble from Pete if he were to disclose the real reason. He chooses to continue to lie to his mother for that reason and also because he knows his mother has enough trouble in her life as a single mother. Julio does not want to add more concern to his mother’s burdened life.*

### Question 3

Outcomes assessed: 2.1, 2.2, 2.3

**Marking criteria**

* Demonstrates a perceptive understanding of the relationship between Julio and Simón. (4 marks)
* Demonstrates a good understanding of the relationship between Julio and Simón. (3 marks)
* Demonstrates a limited understanding of the relationship between Julio and Simón. (2 marks)
* Provides some relevant information. (1 mark)

Your answer may include:

*Simón is a family friend. Simón, Julio and Celia have seen each other many times before at church functions. Simón is described as a good and understanding man and therefore Julio resorts to him when he needs a rescue plan against the bullying. Julio asks a direct question to Simón: Will you be my father? Simón is not perturbed by this request and he happily plays the game of posing as his father. This complicity between Julio and Simón is also illustrated in their passion for football. Simón is a man of a few words but he means well and we know he may be fond of both Julio and his mother. We know that the relationship between Julio and Simón is supported by the friendly relationship between Simón and Celinda (Julio’s mother) and from the narrator’s descriptions, we can imagine the relationship between the two adults will evolve into something more significant soon.*

### Question 4

Outcomes assessed: 2.1, 2.2, 2.3

**Marking criteria**

* Provides a comprehensive and perceptive explanation of the author’s use of language techniques in this text and their intended effect on the reader. (5 marks)
* Provides a comprehensive explanation of the author’s use of language techniques in this text and their intended effect on the reader. (4 marks)
* Provides a good explanation of the author’s use of language techniques in this text and their intended effect on the reader. (3 marks)
* Provides a limited explanation of the author’s use of language techniques in this text and their intended effect on the reader. (2 marks)
* Provides some relevant information. (1 mark)

Your answer may include:

*The language used by the author is direct, visual and charged with sensory information. The whole description of the attack brought upon Julio could be seen as the script for a short film. Verbs like ‘agachar, caer, coger, jalar’ give a sense of immediacy of what is happening. Concrete words like ‘barro’ and ‘sangre’ convey the ugliness of the fight. The sentence ‘Entonces ocurre lo peor’ marks an escalation in the level of violence. The imagery that follows, with metaphors such as ‘lo martilla con golpes en la cabeza’ and ‘el granizo de puños’ conveys the ferocity of the attack to the readers. The sequence ends with ‘un velo de sangre’ which, again, in a very visual and concrete way, shows readers how Julio is covered with blood on his face and can’t even see ‘el grupo de muchachos exaltados’ . The whole scene is described from the point of view of the victim and we as readers witness the violence through Julio’s eyes. His relief and humiliation, when his aggressors are finally dispersed, is our relief and humiliation too.*

## Part B-style questions (10 marks)

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

* write from a particular perspective in a specified context
* demonstrate an understanding of the prescribed text
* communicate information and ideas clearly and accurately in Spanish.

### Short story 1: *Julio y su papá*

*‘-Tú no tienes papá - dice Pete -. Ya me contaron todo. Oigan, oigan, Julio no tiene papá. No tiene papá.*

*Pablo, Jhon, Jaime y Christian se acercan. “No tiene papá”, insiste Pete. “Julio no tiene papá”. “Yo también sabía. Ya sabía”, dice Christian.’*

You are Julio. Write a diary entry in which you explore how you feel as a result of this incident. Write approximately 200 words in Spanish.

### Short story 2: *La señorita Dora/La profesora*

‘*Le entregó el paquete y vio su rostro. Sonreía, lo miraba, sonreía otra vez.*

*- Alex, pero muchas gracias.*

*Mientras ella lo abría, Alex se apresuró a decirle rapidamente: … ’*

You are Alex. This is your opportunity to tell *la señorita Dora* the real reasons for your gift to her. Write the script of this speech of approximately 200 words in Spanish.

## Response to prescribed text: Marking guidelines for Part B

The following marking guidelines were developed by the Board of Studies NSW as part of the 2007 Spanish Extension examination package.

**Marking criteria**

**(9−10 marks)**

* Demonstrates a perceptive and sensitive understanding of the prescribed text
* 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

**(7−8 marks)**

* Demonstrates a comprehensive understanding of the prescribed text
* 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

**(5−6 marks)**

* Demonstrates an understanding of the prescribed text
* Demonstrates a satisfactory control of vocabulary and sentence structures
* Organises information and ideas to meet the requirements of the task

**(3−4 marks)**

* Demonstrates some understanding of the prescribed text
* Demonstrates a basic knowledge and understanding of vocabulary and sentence structures
* Writes within the parameters of the task

**(1−2 marks)**

* Demonstrates a limited understanding of the prescribed text
* Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures