Spanish Continuers Stage 6

Understanding the requirements of text types

Contents

[Context 3](#_Toc166505334)

[Introduction 4](#_Toc166505335)

[Text types 5](#_Toc166505336)

[Article 7](#_Toc166505337)

[Sample questions 8](#_Toc166505338)

[Diary entry 9](#_Toc166505339)

[Sample questions 11](#_Toc166505340)

[Email or letter 13](#_Toc166505341)

[Sample questions 15](#_Toc166505342)

[Message or note 16](#_Toc166505343)

[Sample questions 17](#_Toc166505344)

[Notice 19](#_Toc166505345)

[Sample questions 20](#_Toc166505346)

[Postcard 21](#_Toc166505347)

[Sample questions 22](#_Toc166505348)

[Recount 23](#_Toc166505349)

[Sample questions 24](#_Toc166505350)

[Report 25](#_Toc166505351)

[Sample questions 26](#_Toc166505352)

[Script of an interview 27](#_Toc166505353)

[Sample questions 29](#_Toc166505354)

[Script of a speech or talk 30](#_Toc166505355)

[Sample questions 32](#_Toc166505356)

[References 34](#_Toc166505357)

# Context

This document provides generic advice only. It is the responsibility of individual teachers to ensure their students are adequately prepared for the HSC examinations.

This advice has been developed for the Spanish Continuers Stage 6 course and is current as at May 2024.

# Introduction

In the Spanish Continuers Stage 6 course, students are required to produce different types of text appropriate to a range of contexts, purposes and audiences. By using this guide, you can support your students to develop and refine their writing skills across a range of tasks. Some language features are provided in Spanish as a guide.

Section III of the HSC written paper assesses Objective 2 – express ideas through the production of original texts in Spanish. The following outcomes are assessed:

* **2.1** applies knowledge of language structures to create original text [[1]](#footnote-2)#
* **2.2** composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
* **2.3** structures and sequences ideas and information

[Spanish Continuers Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/spanish-continuers-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2009.

# Text types

Texts (text types) are various forms of spoken and written language, such as articles, conversations, letters and so on. Each text type varies in its characteristics of format, style and language. In Spanish Continuers Stage 6, the following written text types are specified for production:

* article
* diary entry
* email
* letter
* message[[2]](#footnote-3)\*
* note[[3]](#footnote-4)\*
* notice
* postcard
* recount
* report
* script of an interview
* script of a speech or talk.

In the written section of the HSC examination, students are required to produce 2 different texts:

The first text is informative or descriptive. Informative or descriptive texts are usually used for sharing and describing personal experiences and ideas. They can include ideas, opinions and memories, and usually express feelings or reactions and reflections. Students are required to write approximately 75 words in Spanish.

The second text is reflective, persuasive or evaluative, and could require you to explain or justify a point of view. Students are required to write approximately 200 words in Spanish.

To build students’ skills in writing cohesive and engaging responses, consider choosing one task focused on a particular text type and completing the steps outlined below as a class. Next, choose a different task with the same text type for students to work on individually or in pairs.

1. Identify the purpose, context and audience for their writing.
2. Brainstorm or identify key ideas.
3. Write a first draft.
4. Evaluate the draft (for example, through peer feedback).
5. Address any areas for improvement.
6. Write the final draft.

## Article

Table 1 – information relating to ‘article’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To inform about a topic, and/or sustain an argument * To persuade the reader to think about a topic * To entertain * To express the author’s thoughts and feelings | * Title or heading * Introduction that includes a statement of argument to be addressed * Body paragraphs that include development of arguments or ideas and sequencing and linking of ideas, with supporting evidence * Conclusion that reviews or summarises the argument or topic. It should be short and accentuate the main idea of the article | * Range of tenses (past, present, future, conditional) * Language can be descriptive, factual, judgemental, emotive or persuasive, depending on context * Informal or formal register (be consistent throughout the article) * An objective or a subjective tone, depending on the context and purpose * Use of language structures, vocabulary and expressions to describe facts or topics, to persuade the audience or to evaluate an issue (for or against) * Rhetorical questions to lead the audience to a particular conclusion * Repetition to emphasise a given idea * Expert opinion, for example, sin duda…, los hechos muestran*…* * Modality language, for example, probablemente, absolutamente, definitivamente * Language of cause and effect, for example, por lo tanto, por consiguiente, por esos motivos, por estas razones, así que * Emotive language, for example, optimista, frustrado/a, pesimista * Evaluative language (supportive or critical words), for example, *importante*, este crucial desafío, desempeña un papel esencial, una responsabilidad inherente, dar testimonio de, el efecto es beneficioso, un tema controvertido/importante/insignificante |

### Sample questions

Write approximately 200 words in Spanish. You have recently participated in a community workshop to improve fitness and teamwork skills for local youth. Write an article for the school newsletter reflecting on the experience.

Sourced from 2023 Higher School Certificate Examination, Spanish Continuers, Section III, Question 13(a) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2023.

Write approximately 200 words in Spanish. You have recently participated in a Student Travel Expo which focused on Spanish-speaking countries. Write an article for the community newsletter evaluating the event.

Sourced from 2023 Higher School Certificate Examination, Spanish Continuers, Section III, Question 13(b) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2023.

Write approximately 200 words in Spanish. You have been asked to write an article for your local paper about a festival held recently in your area, including an evaluation of how successful it was.

Sourced from 2016 Higher School Certificate Examination, Spanish Continuers, Section III, Question 12(a) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2016.

## Diary entry

Table 2 – information relating to ‘diary entry’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To document thoughts, reflections and experiences * To explore the emotions, attitudes, values, beliefs, fears, dreams and/or motivations evoked by an experience * To reflect on a theme, place or past events or experiences | * Date * Attention-grabbing opening sentence * Body of the text that includes events in chronological order with detail and description * Concluding statement or remark reflecting on the experience * Writer’s sign-off | * First person, to create a personal tone * Language can be descriptive, factual, evaluative or emotive * Informal register * Range of tenses (past, present, future, conditional) – usually past tense * Time connectives to relate events in chronological order, for example, *ayer*, la semana pasada, al principio, en primer lugar, después/luego/entonces, cuando/mientras, al mismo tiempo/a la vez, nunca/raremente/a veces, a menudo/siempre, por fin * The body of a diary or journal entry can be written in first or third person and may contain expressions, for example, *figúrate*, Estuve en las nubes, Estaba rojo/a de ira!, Estuve a punto de llorar…, Me emocionó…, No entiendo… * A variety of tenses, including the use of the past tense to recount events in the past, for example, *M*e sentía muy infeliz, Yo no sabía qué hacer, Estaba muy impresionado/a * Short sentences, phrases and exclamations may be used to highlight certain ideas and opinions, for example, *¡Así es la vida*!, ¡Eso es fantástico!, ¡Es increíble!, ¡F*igúrate*! * Rhetorical questions may add breadth and depth to personal reflections and thoughts, for example, *¿*Qué pasa?, Me pregunto si me comportaría de tal manera si me encontrase en la misma situación. * Authentic use of idiomatic expressions where appropriate, for example, Es inútil construir castillos en el aire, No comprar cosas chillonas, Me noto un poco apagada. * Impressions, reflections, emphatic statements and direct speech to reveal inner thoughts and recount dialogue, for example, Me siento confundido/a, vulnerable y avergonzado/a, abrumado/a por esta experiencia, Pensé en cosas que me dan confianza y alegría, Estoy decidido/a a cambiar, en un espíritu de, lleno/a de amargura * Evaluative language, for example, música *hermosa*, con gran valentía, No esperaba encontrar la vida tan desgraciada, un fracaso absoluto, me sentí tan arrepentido/a, fue muy decepcionante para mi, Ya ni siquiera es el amigo que fue, Pienso que eso cambia nuestra relación para siempre. * A concluding remark or statement to end the diary entry for that day, for example, *¡*Un día inolvidable!, ¡Qué día!, Se debe estar listo para cualquier cosa, ¿Quién sabe lo que trae el mañana?, Es todo por hoy. |

### Sample questions

Write approximately 200 words in Spanish. You participated in a visit to the local recycling plant where you saw for yourself how little is actually recycled. Write a diary entry in which you evaluate your feelings about this issue and reflect on how you will act in the future.

Sourced from 2022 Higher School Certificate Examination, Spanish Continuers, Section III, Question 13a (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

Write approximately 200 words in Spanish. You participated in a community native tree planting day to provide more habitat for the birds and animals in the area. Write a diary entry in which you evaluate this experience and its impact on how you will act in the future.

Sourced from 2022 Higher School Certificate Examination, Spanish Continuers, Section III, Question 13b (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

Write approximately 200 words in Spanish. As you are walking out of school on the last day, you think about the past year. Write a diary entry reflecting on a significant person you met this year who has made a difference in your life.

Sourced from 2019 Higher School Certificate Examination, Spanish Continuers, Section III, Question 13a (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2019.

Write approximately 200 words in Spanish. As you are walking out of school on the last day, you think about how your parents insisted that you complete Year 12. Write a diary entry evaluating your parents’ reasons for you to finish the year.

Sourced from 2019 Higher School Certificate Examination, Spanish Continuers, Section III, Question 13b (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2019.

Write approximately 200 words in Spanish. Your best friend is thinking about leaving school and has asked you for your opinion. Write a diary entry in which you reflect on the positive and negative aspects of your friend’s decision before talking to him/her about it.

Sourced from 2017 Higher School Certificate Examination, Spanish Continuers, Section III, Question 13(a) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

## Email or letter

Table 3 – information relating to ‘email or letter’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To inform or advise * To invite or apologise * To show appreciation * To seek a response * To express a point of view and convince * To make a complaint | * Email address of sender and recipient, and the subject (applies only to emails) * Your city or town and the date on the right (formal letter) * Opening salutation * Introduction that includes initial greeting and reason for writing * Body of the text with elaboration of key ideas * Conclusion that includes what is expected from the recipient * Closing statement * Closing salutation and name | * First person, to create a personal tone * Range of tenses (present, perfect, future, imperfect, conditional) * Language can be descriptive, factual, emotive, evaluative or persuasive, depending on context, purpose and audience * Simple linking devices * Authentic use of idiomatic expressions, where appropriate * Formal or informal register depending on the purpose and audience (be consistent throughout the letter or email) * Informal salutation, for example, *Querido amigo*/Querida amiga, Hola * Formal salutation, for example, *Señor*/*Señora*, Estimado señor/ Estimada señora, Estimados profesores/colegas, A quien corresponda * Initial informal greeting and reason for writing, for example, Querida Clara, ¿qué tal?, Espero que esta carta le encuentre bien, Te escribo esta carta para darte una buena noticia, Es con un corazón feliz que te aviso…, Ha pasado tanto tiempo, Por eso te estoy escribiendo. * Initial formal greeting and reason for writing, for example, le escribo en relación con, Lamento comunicarle que…, a raíz de una oferta de empleo/pasantía publicada…, Leí su anuncio… * Informal closing statement, for example, Gracias por tu ayuda, Gracias por ayudarme, Te deseo sólo cosas buenas en la vida, Espero recibir una respuesta a eso muy pronto, Con los mejores deseos y saludos, Espero recibir pronto noticias tuyas. * Formal closing statement, for example, *Le ruego acepte*, *señor*/*señora*, *la expresión de mis sentimientos respetuosos*, Estimado señor/Estimada señora…, le enviamos mis más distinguidos saludos, Esperando su respuesta, por favor acepte, señor/a la expresión de mis distinguidos sentimientos * Informal closing salutation and name, for example, Mis amistades sinceras, Un abrazo, Amigablemente, Cariñosos saludos, Besos y abrazos. * Formal closing salutation, for example, Cordialmente, Respetuosamente, Saludos cordiales |

### Sample questions

Write approximately 75 words in Spanish. Your cousin is coming to visit you from overseas next week. Write an email describing what you have planned for their first day.

Sourced from 2023 Higher School Certificate Examination, Spanish Continuers, Section III, Question 12 (5 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2023.

Write approximately 200 words in Spanish. You have been given back the letter that you wrote in Year 7 about your hopes for your future. Write a letter to a friend reflecting on how your dreams and aspirations have been realised or changed.

Sourced from 2020 Higher School Certificate Examination, Spanish Continuers, Section III, Question 13a (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020.

Write approximately 200 words in Spanish. Imagine that you could write a letter to a future descendant of your family. Write a letter to this person, reflecting on your experiences growing up and your hopes for his/her life.

Sourced from 2020 Higher School Certificate Examination, Spanish Continuers, Section III, Question 13b (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020.

## Message or note

Table 4 – information relating to ‘message or note’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To thank or express appreciation * To inform or advise * To request * To instruct * To remind   **Note**: the difference between a message and a note is that a message can vary in type, such as text message or social media post, whereas a note is generic. | * Opening salutation * General statement, description or procedure * Lack of descriptive detail * Closing salutation | * Short and to the point (lacking detail) * Informal or formal register (be consistent throughout)   Sample phrases  To thank or express appreciation:   * Muchas gracias * Eso fue tan amable de su parte. * Gracias por ser un/a … tan maravilloso/a. * Soy tan afortunado/a de tenerte como amigo/amiga/ madre/ padre. * Estoy agradecido/a por…, Estoy contento/a de que seamos amigos/as por tantas razones. * Aprecio tantas cosas sobre ti especialmente, significa tanto saber que estás de mi lado. * Mi parte favorita fue… * Me siento contento/a cuando tú… * Me encantó cuando tú…, Me gusta cómo has hecho…para ayudarme. * Eres/es muy bueno en esto.   To inform:   * Me gustaría informarle… * Esta noche/hoy, tengo que…y regrasaré tarde.   To request:   * Estaría dispuesto/a a prestarme… * Siento molestarle pero necesito ayuda para…   To remind:   * Sé que está usted algo ocupada en los últimos tiempos pero tengo que recordarle. |

### Sample questions

Write approximately 75 words in Spanish. On your way home from school, you have witnessed an incident involving students from your school. Write a note to the principal explaining what happened.

Sourced from 2019 Higher School Certificate Examination, Spanish Continuers, Section III, Question 12 (5 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2019.

Write approximately 75 words in Spanish. You have completed Year 12 successfully because one of your teachers supported you beyond expectation. Write a thank you note to this teacher.

Sourced from 2021 Higher School Certificate Examination, Spanish Continuers, Section III, Question 12 (5 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2021.

Write approximately 75 words in Spanish. You have had an argument with a good friend who now won’t answer your calls or reply to your emails. Write a note to this friend, where you apologise for your behaviour during this argument.

Sourced from 2022 Higher School Certificate Examination, Spanish Continuers, Section III, Question 12 (5 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

Write approximately 75 words in Spanish. Your friend did not turn up to your birthday party and has not given you an explanation. Write a message to him/her in which you express your disappointment.

Sourced from 2016 Higher School Certificate Examination, Spanish Continuers, Section III, Question 12 (5 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2016.

## Notice

Table 5 – information relating to ‘notice’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To inform * To encourage and seek a response | * Name of the issuing agency * Date of issue/release of the notice * Title, heading or addressee * Relevant details, for example, date, time, duration, place or venue * Statement of conclusion or advice (for example, giving contact details) | * Verbs usually written in the present tense * Language can be descriptive, factual, emotive or persuasive, depending on context * Language used is simple and formal   Sample expressions:   * el premio del concurso será… * ¿Le gusta cantar o descrubir otras culturas?, ¡Reúnete con nosotros para celebrar este divertido evento! * ¿Le gusta hacer una diferencia en el mundo?, Es el momento de ayudar los sin techo/los niños enfermos, de poner una sonrisa en la cara de alguien * Ven y participa en este evento único * Ninguna habilidad especial es necesaria |

### Sample questions

Write approximately 75 words in Spanish. Your family wants to do a house exchange with a family in Barcelona in July next year. Your family has asked you to post a notice on a home exchange website. Write the notice in which you detail your family’s requirements as well as what your family is offering.

Sourced from 2020 Higher School Certificate Examination, Spanish Continuers, Section III, Question 12 (5 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020.

Write approximately 75 words in Spanish. Write a notice to be put on the school noticeboard about a new health and fitness initiative for senior students.

Adapted from 2021 Higher School Certificate Examination, German Continuers, Section III, Question 12 (5 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2021.

Write approximately 75 words in Spanish. You are on exchange in Spain and you would like someone to practise Spanish conversation with. Write a notice for the school’s online noticeboard outlining this request.

Developed by NSW Department of Education.

## Postcard

Table 6 – information relating to ‘postcard’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To inform and retell events (describe where you are and some of the things you are doing and seeing) * To communicate your thoughts or feelings * To amuse or entertain | * Recipient name * Information about a place, for example weather or atmosphere * Activities done * Plans * Closing statement and salutation | * First person * Language is usually descriptive and evaluative * Brief description or message * Usually informal register * Correct tense for activities – what has happened and what is happening next? * Descriptions of sights and/or activities * Personal impressions   Sample expressions:   * *Estoy de vacaciones/estamos en*…, *Hay mucho para ver y hacer* * *Ayer jugué al voleibol en la play*a, ¡*Fue genial y divertido*! * *Lunes*, *fui*…*y vi*…, *hacía buen tiempo y el sol brillaba*, *Ahora estoy desayunando en un pequeño café* * *Mañana vamos a ir a la playa*, *Lo que más me gusta hasta ahora*… * *¡Ojalá estuvieras aquí ahora!* |

### Sample questions

Write approximately 75 words in Spanish. You are travelling in Spain and have visited a place for the first time. Write a postcard to your Spanish friend about this place.

Adapted from 2020 Higher School Certificate Examination, Korean Continuers, Section III, Question 12 (5 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020.

Write approximately 75 words in Spanish. You have just come back from your first shopping trip in Spain. Write a postcard to your Spanish-speaking friend at home, describing what happened.

Developed by NSW Department of Education.

Write approximately 75 words in Spanish. You have been travelling in Spain with your family for one week. Write a postcard to your Spanish-speaking friend at home, describing a highlight of your trip so far.

Developed by NSW Department of Education.

## Recount

Table 7 – information relating to ‘recount’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To inform or entertain * To retell past events or experiences for the reader's information or enjoyment | * Introduction or orientation (setting the scene) * Series of events in chronological order with details * Closing statement that expresses an opinion regarding the events described | * First person or third person (depending on the requirement of the question) * Often written in past tense * Adjectives, for example, hacía buen tiempo a pesar del frío, Un hermoso y espacioso camping con todas las comodidades, un viaje de aventura, unas atracciones increíbles, mi corazon se llenó de esperanza, Por lo tanto estoy muy motivado/a y me siento entusiasta con esta nueva aventura, Me sentía muy frustrado/a y agitado/a * Adverbs, for example, *afortunada*mente, alegremente, por desgracia, desesperadamente * Time connectives to put events in a chronological order, for example, como todas las mañanas, cada noche, después, luego, cuando, más tarde, mientras tanto, inmediatamente depués, justo entonces, de repente, finalmente, por fin * Linking words, for example, de más, porque, sin embargo, mientras que, aunque, pero * Evaluative language to summarise and/or reflect on the events and/or the experiences, for example, *asombroso*/*a*, *espectacular*, *fabuloso*, *espantoso*/*a*, *terrible*, *horrible*   Sample expressions:   * ¡Un día perfecto!, Las vacaciones ideales son aquellas donde el sol brilla. * Las vacaciones cerca del mar/en las montañas/en el extranjero son maravillosas. * Los viajes escolares ofrecen una oportunidad única para conocer la belleza de lugares différentes. |

### Sample questions

Write approximately 200 words in Spanish. Write a recount for a blog for Spanish-speaking teenagers reflecting on a special family celebration.

Adapted from 2013 Higher School Certificate Examination, Korean Continuers, Section III, Question 13(a) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2013.

Write approximately 200 words in Spanish. You have been on exchange in Spain for 2 weeks staying with a host family and attending school. Write a recount for the school’s newsletter in which you reflect on this experience.

Developed by NSW Department of Education.

Write approximately 200 words in Spanish. Your Spanish class went on an excursion to a Spanish restaurant. Write a recount for a blog for Australian students studying Spanish in which you reflect on the experience.

Developed by NSW Department of Education.

## Report

Table 8 – information relating to ‘report’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * to classify, organise and describe information to draw a conclusion * to inform the reader about an issue * to present an evaluation of an issue or a social phenomenon | * general statement outlining the issue * series of paragraphs – each paragraph presents a new topic sentence followed by facts and details * concluding statement that sums up the topic and provides recommendations or advice where applicable | * Language may be factual, descriptive and/or evaluative, depending on context, purpose and audience * Usually present tense of verbs used * Descriptive and factual topic-specific vocabulary * Language of generalisation, for example, en la mayoría de los casos, en general, la gran mayoría, por lo general, en principio, normalmente * Linking verbs, for example, aparecer, parecer, permanecer, convertirse * Language of comparison and contrast, for example, *sin embargo*, al contrario, a pesar de, del mismo modo, asimismo, mientras que, contra * Language of cause and effect, for example, *pero*, porque, ya que, como, dado que, el hecho de que, debido a, por lo tanto * Words to introduce an explanation, for example, así, en otras palabras, en efecto, Esto podría indicar… |

### Sample questions

Write approximately 200 words in Spanish. You have just finished your HSC examinations. Write a report for a blog for Spanish-speaking teenagers reflecting on the positive lifestyle strategies you used during your HSC year.

Adapted from 2018 Higher School Certificate Examination, Indonesian Continuers, Section III, Question 13(a) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

Write approximately 200 words in Spanish. You have just come back from a 6 week exchange in Spain. Write a report for the youth exchange company about the difficulties you faced while there and how you overcame them.

Adapted from 2018 Higher School Certificate Examination, Indonesian Continuers, Section III, Question 13(b) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

Write approximately 200 words in Spanish. You have been on exchange in Spain for 6 months. Write a report for the school newsletter in which you reflect on the benefits of student exchange.

Developed by the Department of Education.

## Script of an interview

Table 9 – information relating to ‘script of an interview’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To gain information about a topic or someone’s life or experience * To communicate ideas, opinions and attitudes | * Short introduction about the setting and purpose of the interview * Greeting and thanking the person for their time * Series of questions and responses * Conclusion | * First person and second person ‘*tu*’ or ‘*usted*’ * Polite or informal register depending on context and audience * Question and response sequence, initials followed by a colon, for example, *A: …*, *B: …* * Language may be factual, descriptive, evaluative or emotive, depending on context and purpose * Verbs in a range of tenses, depending on the context * Authentic idiomatic expressions * Use of conversation fillers, for example, *claro que si*, de acuerdo, usted sabe, es una gran idea, fantástico, bueno, bien, de hecho, en fin   Sample phrases for a formal interview:   * Gracias por su tiempo para contestar a unas preguntas sobre su vida, Gracias por hacernos un hueco. * ¿Puede hablarnos de un día típico en su vida? * Hablamos de su carrera, ¿Cuántos canciones/libros escribí? * Es impresionante, ¿Cuales son sus próximos proyectos ? * ¿Tiene proyectos más allá de eso? * Es un placer hablar con usted hoy, Estamos muy honorados de que se tome el tiempo para hablar con nosotros. * Para pasar al siguiente tema, Ahora me gustaría hablar de otro tema.   Sample phrases for an informal interview:   * Buenos días/Buenas noches/ ¡Hola !, ¿Cómo vas?, ¿Qué tal?, Hace mucho tiempo que no te veo. * ¿Qué pasa? * ¡Qué agradable sorpresa! * Te veré mañana, ¡Hasta luego/Hasta pronto! * Te llamo para hacer una cita. * Claro que si, yo voy a estar en la fiesta, nos vemos allá * ¿Por qué no?, No somos más amigos? * No digas eso, Lo que dijiste no es verdad. * Por favor…intenta ser un poco más comprensivo/a. * De nada, ¡Que tengas un buen día! |

### Sample questions

Write approximately 200 words in Spanish. While you were studying overseas, your host brother or sister interviewed you for their school magazine. In the interview, you reflected on life in Australia. Write the script of the interview.

Adapted from 2018 Higher School Certificate Examination, French Continuers, Section III, Question 13(b) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

Write approximately 200 words in Spanish. While you are doing some volunteer work in Spain, you were interviewed by a youth magazine. In the interview, you reflect on the importance and benefits of volunteer work. Write the script of the interview.

Developed by NSW Department of Education.

Write approximately 200 words in Spanish. You have recently interviewed a Spanish exchange student in Australia about their experiences whilst on homestay where they talk about both positive experiences and challenges they faced. Write the script of the interview.

Developed by NSW Department of Education.

## Script of a speech or talk

Table 10 – information relating to ‘script of a speech or talk’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To communicate ideas, points of view or opinions * To persuade * To inform * To welcome * To thank * To amuse or entertain | * Salutation * Short introduction to hook the audience * Body paragraphs that make informed judgements with details and/or examples to support * Short conclusion that accentuates the main idea of the speech | * Language may be factual, descriptive, evaluative, persuasive or emotive, depending on context, purpose and audience * First person * Use of pronoun *‘*nosotros/as’ at times to be inclusive of the audience * Facts and evidence used to explain and give credibility to the idea presented * Repetition to emphasise a particular idea * Short simple sentences used where appropriate to allow the audience to visualise the experience * Use of anecdote where appropriate (a short personal story) to illustrate and personalise the issue for a reader or listener * Salutations, for example, *Queridos compañeros*, *Estimados señoras y señores*, *Buenos días/buenas tardes*, *señoras y señores.* * Introductory statement, for example, *Hoy me dirijo a ustedes*, *Hoy hablaré de*… * Words or phrases to present a point of view, for example, a este respecto, sobre, desde este punto de vista, en mi opinión, personalmente * Emotive language to stimulate the feelings of the audience, for example, determinado/a, inspirado/a, entusiasta, energético/a * Evaluative language to make a judgement of information, referring to the reasons for or against, for example, notable, precioso/a, efficaz, trivial, sesgado/a, problemático/a, irreal * Modality expressions to encourage the audience to act or make a change, for example, es evidente que…, sin duda…, estoy seguro/a que…, en verdad…, es imperativo que… * Concluding remarks, for example, para terminar, por último, os doy las gracias por… |

### Sample questions

Write approximately 200 words in Spanish. The school leadership team has nominated you to give a talk to the school staff about the breakfast program you helped initiate this year. Write the script of the talk in which you evaluate the program.

Sourced from 2021 Higher School Certificate Examination, Spanish Continuers, Section III, Question 13(a) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2021.

Your school has nominated you to attend a local council meeting to present a proposal for a community outdoor fitness facility. Write the script of the talk in which you attempt to persuade them to implement the proposal.

Sourced from 2021 Higher School Certificate Examination, Spanish Continuers, Section III, Question 13(b) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2021.

Write approximately 200 words in Spanish. You have been invited to speak at a conference promoting Australian domestic travel. The topic of your speech is, ‘The importance of travelling in Australia’. Write the script of the speech.

Adapted from 2021 Higher School Certificate Examination, Chinese Continuers, Section III, Question 13(a) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2021.

# References

This resource contains NSW Curriculum and syllabus content. The NSW Curriculum is developed by the NSW Education Standards Authority. This content is prepared by NESA for and on behalf of the Crown in right of the State of New South Wales. The material is protected by Crown copyright.

Please refer to the NESA Copyright Disclaimer for more information <https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright>.

NESA holds the only official and up-to-date versions of the NSW Curriculum and syllabus documents. Please visit the NSW Education Standards Authority (NESA) website <https://educationstandards.nsw.edu.au/> and the NSW Curriculum website [https://curriculum.nsw.edu.au/home](https://curriculum.nsw.edu.au/).

[Spanish Continuers Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/spanish-continuers-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2009.

**© State of New South Wales (Department of Education), 2022**

The copyright material published in this resource is subject to the *Copyright Act 1968* (Cth) and is owned by the NSW Department of Education or, where indicated, by a party other than the NSW Department of Education (third-party material).

Copyright material available in this resource and owned by the NSW Department of Education is licensed under a [Creative Commons Attribution 4.0 International (CC BY 4.0) license](https://creativecommons.org/licenses/by/4.0/).

[](https://creativecommons.org/licenses/by/4.0/)

This license allows you to share and adapt the material for any purpose, even commercially.

Attribution should be given to © State of New South Wales (Department of Education), 2022.

Material in this resource not available under a Creative Commons license:

* the NSW Department of Education logo, other logos and trademark-protected material
* material owned by a third party that has been reproduced with permission. You will need to obtain permission from the third party to reuse its material.

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

If you use the links provided in this document to access a third-party's website, you acknowledge that the terms of use, including licence terms set out on the third-party's website apply to the use which may be made of the materials on that third-party website or where permitted by the *Copyright Act 1968* (Cth). The department accepts no responsibility for content on third-party websites.

1. # Written or spoken text created by students incorporating their own ideas (NESA 2009). [↑](#footnote-ref-2)
2.  The difference between a message and a note is that a message can vary in type, such as text message or social media post, whereas a note is generic. [↑](#footnote-ref-3)
3. [↑](#footnote-ref-4)