

# Spanish 2019 v1.3

IA1 high-level annotated sample response

August 2022

## Examination — short response (15%)

This sample has been compiled by the QCAA to assist and support teachers to match evidence in student responses to the characteristics described in the instrument-specific marking guide (ISMG).

### Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. comprehend Spanish to understand information, ideas, opinions and experiences related to relationships and roles in society
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to relationships and roles in society
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to relationships and roles in society.

**Note:** Objectives 4, 5 and 6 are not assessed in this instrument.

# Instrument-specific marking guide (ISMG)

## Criterion: Analysing Spanish texts in English

### Assessment objectives

1. comprehend Spanish to understand information, ideas, opinions and experiences related to relationships and roles in society
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to relationships and roles in society
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to relationships and roles in society.

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• thorough comprehension of information, ideas and/or opinions in all the stimulus texts related to relationships and roles in society</li> <li>• perceptive identification of tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to relationships and roles in society</li> <li>• discerning analysis and evaluation of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to relationships and roles in society.</li> </ul>	14–15
<ul style="list-style-type: none"> <li>• effective comprehension of information, ideas and/or opinions in most of the stimulus texts related to relationships and roles in society</li> <li>• effective identification of tone, purpose, context and audience to draw a valid interpretation of inferences about meaning, values and attitudes related to relationships and roles in society</li> <li>• effective analysis and evaluation of most relevant information and ideas in stimulus texts to draw valid conclusions with justification of opinions, ideas and perspectives related to relationships and roles in society.</li> </ul>	12–13
<ul style="list-style-type: none"> <li>• comprehension of information and ideas in some of the stimulus texts related to relationships and roles in society</li> <li>• identification of purpose, context and audience to infer some meaning, values and attitudes related to relationships and roles in society</li> <li>• analysis and evaluation of some relevant information and ideas in stimulus texts to draw conclusions with justification of opinions, ideas and perspectives related to relationships and roles in society.</li> </ul>	10–11
<ul style="list-style-type: none"> <li>• comprehension of the gist and obvious information from some of the stimulus texts related to relationships and roles in society</li> <li>• identification of purpose, context and audience related to relationships and roles in society</li> <li>• analysis of some relevant information and ideas in stimulus texts to draw conclusions with some justification from the text/s related to relationships and roles in society.</li> </ul>	8–9
<ul style="list-style-type: none"> <li>• comprehension of parts of the stimulus texts related to relationships and roles in society</li> <li>• identification of context and/or audience related to relationships and roles in society</li> <li>• analysis of some information and ideas in stimulus texts to draw conclusions related to relationships and roles in society.</li> </ul>	6–7

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>comprehension of some parts of the stimulus texts related to relationships and roles in society</li> <li>partial identification of context and/or audience related to relationships and roles in society</li> <li>analysis of some information related to relationships and roles in society.</li> </ul>	4–5
<ul style="list-style-type: none"> <li>comprehension of some words and phrases related to relationships and roles in society</li> <li>cursory identification of context and/or audience.</li> </ul>	2–3
<ul style="list-style-type: none"> <li>comprehension of some words related to relationships and roles in society.</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

## Task

See the sample assessment instrument for IA1: Examination — short response (15%) (available on the [QCAA Portal](#)).

## Sample response

Criterion	Marks allocated	Result
<b>Analysing Spanish texts in English</b> Assessment objectives 1, 2 and 3	15	15
<b>Total</b>	<b>15</b>	<b>15</b>

The annotations show the match to the instrument-specific marking guide (ISMG) performance-level descriptors.

### Criterion: Analysing Spanish texts in English

<p><b>[15] Thorough comprehension of information and ideas.</b></p> <p>[15] Discerning analysis and evaluation of relevant information and ideas</p> <p>Well-constructed and valid conclusions</p> <p>Well-substantiated justification of opinions</p>	<p><b>Question 1</b></p> <p>The graphs in Stimulus 1 show that the percentage of women that graduate from Spanish universities has increased from just over 50% to almost 56% in 30 years. The second graph shows that the wages gap between men and women in Spain has decreased by 4% in the same period.</p> <p>It can be inferred from the graphs that Spain has seen progress in gender equality from 1990 to 2020. Although more women are receiving a higher level of education in Spain, there is still much inequality between men and women in Spain in terms of wages.</p> <p>(97 words)</p>
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<p><b>[15] Perceptive identification of audience</b></p> <p>Valid and justifiable interpretation of inferences</p> <p>[15] Thorough comprehension of information and ideas</p>	<p><b>Question 2</b></p> <p><b>A possible audience for Stimulus 1 is women in Spain who are interested in the development of gender equality at university and the gender pay gap.</b></p> <p>Graph 1 is appealing to this specific audience as the number of women attending has been on the rise since 1990. Graph 2 shows the gender pay gap in Spain from 1990 to 2020, which highlights the disadvantages women are still facing in terms of salary in Spain. The data, which focuses on 30 years of changes in women's participation in education and work in Spain, reinforces that it is targeted at women of this country.</p> <p>(100 words)</p>
<p><b>[15] Perceptive identification of context and purpose</b></p> <p>Valid and justifiable interpretation of inferences</p> <p>15] Thorough comprehension of information and ideas</p>	<p><b>Question 3</b></p> <p><b>The context is social as Antonio mentions differences in the use of social media.</b> He writes this blog from Valencia, Spain in August 2022. At the bottom of text, he invites the audience to participate and reply with their opinion on this topic.</p> <p><b>The purpose of Stimulus 2 is to discuss and compare the effect that social media has had in the author's generation (Y) and his brother's generation (Z).</b> Antonio is still learning about security and privacy measures while his brother uses his phone for entertainment. It seems that Antonio is surprised about how quickly it has evolved.</p> <p>(99 words)</p>
<p><b>[15] Perceptive identification of tone</b></p> <p>Valid and justifiable interpretation of inferences</p> <p>[15] Thorough comprehension of information and ideas</p>	<p><b>Question 4</b></p> <p><b>In Stimulus 3, the tone of Lucia is excited and surprised.</b> This is evident when she tells her grandmother that it is difficult to choose between activities because there are so many options this year, and when she says she is thinking of taking two classes that seem very interesting. She is very surprised by her grandmother's traditional and sexist values because she believes in gender equality and in the importance of knowing about new technology. It is inferred that, in spite of having differences in values, both speakers relate well and try to understand each other.</p> <p>(97 words)</p>
<p><b>15] Thorough comprehension of information and ideas.</b></p> <p>[15] Discerning analysis and evaluation of relevant information and ideas</p> <p>Well-constructed and valid conclusions</p> <p>Well-substantiated justification of opinions</p>	<p><b>Question 5</b></p> <p>Society is evolving due to the advancements in social relationships and technology. <b>Stimulus 3 highlights this when Lucia tells her traditional grandmother, who has old fashioned beliefs such as there being masculine and feminine sports and a lack of technological awareness, that 'times have changed'.</b> In Stimulus 2, Antonio notices how social media uses are changing behaviour between him and his brother. He compares how attitudes towards social media have changed.</p> <p>It is inferred that Stimulus 2 and 3 refer to the social changes reflected between different generations and how this gap affects people's attitudes and their relationships.</p> <p>(98 words)</p>

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