Spanish 2019 v1.3

IA2 high-level annotated sample response

July 2018

Examination — combination response (30%)

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 socialising and societal issues and/or ideas

2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to socialising and societal issues and/or ideas

3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas

4. apply knowledge of Spanish language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to socialising and societal issues and/or ideas

5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas

6. use strategies to maintain communication and exchange meaning in Spanish to discuss socialising and societal issues and/or ideas with peers and Spanish-speaking community members.

Instrument-specific marking guide

Criterion: Analysing Spanish texts in English

Assessment objectives

1. comprehend Spanish to understand information, ideas, opinions and experiences related to socialising and societal issues and/or ideas

2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to socialising and societal issues and/or ideas

3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas

In responding to Spanish texts in English, the student work has the following characteristics:	Marks
• thorough comprehension of information, ideas and/or opinions in all the stimulus texts related to socialising and societal issues and/or ideas • perceptive identification of tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to socialising and societal issues and/or ideas • 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 socialising and societal issues and/or ideas.	6
• effective comprehension of information and ideas in most of the stimulus texts related to socialising and societal issues and/or ideas • effective identification of tone, purpose, context and audience to draw an interpretation of inferences about meaning, values and attitudes related to socialising and societal issues and/or ideas • effective analysis and evaluation of most relevant information and ideas in stimulus texts to draw conclusions with justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas.	5
• comprehension of the gist and obvious information from some of the stimulus texts related to socialising and societal issues and/or ideas • identification of purpose, context and/or audience related to socialising and societal issues and/or ideas • analysis of some relevant information and ideas in stimulus texts to draw conclusions with some justification from the text/s related to socialising and societal issues and/or ideas.	4
• comprehension of parts of the stimulus texts related to socialising and societal issues and/or ideas • identification of context and/or audience related to socialising and societal issues and/or ideas • analysis of some information and ideas in stimulus texts to draw conclusions.	3
• comprehension of parts of the stimulus texts related to socialising and societal issues and/or ideas • analysis of some information.	2
• comprehension of some words and/or phrases related to socialising and societal issues and/or ideas.	1
• does not satisfy any of the descriptors above.	0

Criterion: Creating Spanish texts with Spanish stimulus

Assessment objectives

1. comprehend Spanish to understand information, ideas, opinions and experiences related to socialising and societal issues and/or ideas

4. apply knowledge of Spanish language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to socialising and societal issues and/or ideas

5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas

In responding in Spanish to Spanish texts, the student work has the following characteristics:	Marks
• discerning application of conventions and use of language elements to write a comprehensive response to stimulus texts and the task in proficient and complex Spanish related to socialising and societal issues and/or ideas • provision of a cohesive and detailed personal response/justified opinion in relation to topics identified in relevant stimulus texts and the task related to socialising and societal issues and/or ideas • discerning selection, sequencing and synthesis of details from Spanish stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas.	11–12
• appropriate application of conventions and use of language elements to write a response to stimulus texts and the task in mostly proficient and complex Spanish related to socialising and societal issues and/or ideas • provision of an effective personal response and/or opinion in relation to topics identified in stimulus texts and the task related to socialising and societal issues and/or ideas • effective selection, sequencing and synthesis of details from Spanish stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas.	9–10
• application of conventions and language elements to write a response to stimulus texts and the task with sufficient proficiency to convey meaning related to socialising and societal issues and/or ideas • provision of a clear personal response and/or opinion in relation to the task related to socialising and societal issues and/or ideas • purposeful selection, sequencing and synthesis of details from Spanish stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas.	7–8
• application of conventions and some language elements to write a response to some stimulus texts and/or the task, in which the overall response can be understood • explanation of the topic related to socialising and societal issues and/or ideas • adequate selection, sequencing and synthesis of some details from Spanish stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas	5–6
• application of some language elements to write a response • explanation of some aspects of the topic related to socialising and societal issues and/or ideas • fragmented selection, sequencing and synthesis of a response to Spanish stimulus texts related to socialising and societal issues and/or ideas	3–4

In responding in Spanish to Spanish texts, the student work has the following characteristics:	Marks
• isolated use of Spanish language related to socialising and societal issues and/or ideas • disjointed selection and sequencing in a response to Spanish stimulus texts related to socialising and societal issues and/or ideas.	1–2
• does not satisfy any of the descriptors above.	0

Criterion: Exchanging information and ideas in Spanish

Assessment objectives

1. comprehend Spanish to understand information, ideas, opinions and experiences related to socialising and societal issues and/or ideas

4. apply knowledge of Spanish language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to socialising and societal issues and/or ideas

5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas

6. use strategies to maintain communication and exchange meaning in Spanish to discuss socialising and societal issues and/or ideas with peers and Spanish-speaking community members

In exchanging information and ideas in Spanish, the student work has the following characteristics:	Marks
• synthesis 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 socialising and societal issues and/or ideas • discerning application of conventions and use of language features in a spoken conversation to respond to the stimulus related to socialising and societal issues and/or ideas • use of strategies to generate and maintain communication to provide a personal response related to socialising and societal issues and/or ideas.	11–12
• synthesis of most relevant information and ideas in texts to draw valid conclusions with justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas • proficient application of conventions and use of language features with occasional errors in a spoken conversation in Spanish to respond to the stimulus related to socialising and societal issues and/or ideas • use of strategies to maintain communication to provide a personal response related to socialising and societal issues and/or ideas.	9–10
• synthesis of some relevant information and ideas in stimulus texts to draw conclusions with justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas • use of suitable language features with errors that do not impede meaning in a spoken conversation related to the stimulus • occasional need for prompting to maintain communication and provide a personal response related to socialising and societal issues and/or ideas.	7–8

In exchanging information and ideas in Spanish, the student work has the following characteristics:	Marks
• comprehension of some relevant information and ideas in stimulus texts and draw conclusions with some justification from the text/s related to socialising and societal issues and/or ideas • use of language features with errors that impede meaning but overall response can be understood • frequent need for prompting to maintain communication and provide a response related to socialising and societal issues and/or ideas.	5–6
• comprehension of some information in stimulus texts related to socialising and societal issues and/or ideas • use of language features with frequent errors that impede meaning but some information can be understood • is hesitant, relying heavily on prompts and cues to communicate related to socialising and societal issues and/or ideas.	3–4
• comprehension of some words and phrases in the stimulus texts • isolated use of some Spanish phrases or words related to socialising and societal issues and/or ideas.	1–2
• does not satisfy any of the descriptors above.	0

Task

See the sample assessment instrument for Summative internal assessment 2 — Unit 3. Available on the School portal (Spanish).

Sample response

Criterion	Allocated marks	Marks awarded
Analysing Spanish texts in English Assessment objective/s 1, 2, 3	6	6
Creating Spanish texts with Spanish stimulus Assessment objective/s 1, 4, 5	12	12
Exchanging information and ideas in Spanish Assessment objective/s 1, 4, 5, 6	12	12
Total	**30**	**30**

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

Session 1

Question 1

Analysing Spanish texts in English [6]
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

The author aims to draw attention to the fact that the stereotyping of groups of people may be unjust and untrue. People may develop prejudices based on the colour of one's skin or a personality trait rather than developing their opinion based on the traits of the individual. For example, the person featured in Stimulus 1 has dark skin and brown eyes — not your typical Finnish person. More often than not stereotypes are not representative of the entire population and may be actually defined to only a few individuals. For example, Colombians often have the reputation of being criminals and we know that this is not reality for all Colombians.

(110 words)

Question 2

Analysing Spanish texts in English [6]
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

Words hold power. They can be used in both negative or positive ways. For example, in Mexico words like "indian" and "poor" are used as insults. For example, "Prieto/ Black person" is the terms given to someone of African descent. It is a derogative term used to describe someone as inferior. Words can be used to place certain members of society in positions of power and thus positioning others as inferior. For example, the use of "gente bonita" or "gente bien" implies that there is a hierarchy within Mexican social structure. Words should be chosen carefully to ensure we treat all peoples with dignity and respect.

(106 words)

Question 3

Analysing Spanish texts in English [6]
thorough comprehension of information, ideas and/or opinions in all the stimulus texts related to relationships and roles in society

Photo journalism is a powerful tool for society. Photo journalism can tell the story of people without words, presenting images that may have been hidden of the most vulnerable. Photo journalism can and has defined history. Through photo journalism, we have learnt about the injustices that certain people have faced and continue to face. For example, the Syrian refugees who have left their homes not because they want to, but rather owing to their need to find a safer and freer life for themselves and their families. We know that this problem is not confined to Europe but rather a widespread phenomenon.

(102 words)

Creating Spanish texts with Spanish stimulus [11-12]
provision of a cohesive and detailed personal response/justified opinion in relation to topics identified in stimulus texts and the task related to socialising and societal issues and/or ideas

Creating Spanish texts with Spanish stimulus [11-12]
discerning application of conventions and use of language elements to write a comprehensive response to stimulus texts and the task in proficient and complex Spanish related to socialising and societal issues and/or ideas

Creating Spanish texts with Spanish stimulus [11-12]
discerning selection, sequencing and synthesis of details from Spanish stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas

Exchanging information and ideas in Spanish [11-12]
synthesis 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 socialising and societal issues and/or ideas.

Exchanging information and ideas in Spanish [11-12]
discerning application of conventions and use of language features in a spoken conversation to respond to the stimulus related to socialising and societal issues and/or ideas

Extended response

En mi opinión el odio y el irrespeto son actitudes aprendidas y que, por lo tanto, se pueden evitar. Por lo general, los niños pequeños son receptivos frente a personas de etnias, religiones o tendencias diferentes a las suyas, y por lo general no basan sus reacciones en prejuicios.

En el caso del matrimonio entre personas del mismo sexo, por ejemplo, la gran mayoría de niños no ven el más mínimo problema y consideran normal que dos personas, sin importar su sexo, formen una familia. Yo creería que este es también caso de niños en países como Ecuador y Perú, donde todavía no es legal el matrimonio entre personas del mismo sexo.

Desafortunadamente esa inocencia dura poco y pronto aprendemos a considerar a unas personas menos valiosas que otras o unos valores superiores que otros. Esto lo vemos en el uso de palabras insultantes hacia personas de piel oscura como ocurre en México, o en el irrespeto por personas adscritas a otras creencias o religiones.

De hecho, muchos de los conflictos armados que existen y han existido por siglos se deben a enfrentamientos religiosos, en los que diferentes grupos o países pretenden forzar una fe sobre sus oponentes. Esto genera, en sus casos más extremos, guerras que obligan a millones de personas a huir de sus hogares para buscar seguridad, como lo relata el fotógrafo Juan Medina.

Aceptar nuestras diferencias y respetarnos los unos a los otros, ya que el estado natural del ser humano es la ausencia de odio.

(250 words)

Session 2

Question 1

Hoy en día, en todas partes de la comunidad uno ve ejemplos de prejuicios y discriminación. Sólo ayer ví en Facebook un video que mostraba la amenaza de un chico de piel negra por un grupo de adolescentes. Entonces si, pienso que la compañía es necesaria.

Question 2

Los refugiados pueden enfrentar problemas de idioma y esto puede causar un tipo de discriminación. Por ejemplo, en mi colegio hay chicos que se ríen de los refugiados… ese decir cuando ellos tratan de hablar en inglés. La pronunciación del inglés puede ser problemática para los refugiados y muchas veces ellos tienen problemas pronunciando algunas palabras. Como consecuencia los refugiados temen hablar en clase… ¡y paran de contestar las preguntas de la profe y esto crea otro problema porque si practicar nunca van a mejorar el idioma!

Exchanging information and ideas in Spanish [11-12] use of strategies to generate and maintain communication to provide a personal response related to socialising and societal issues and/or ideas	## Question 3 La imagen provoca. Me pregunto, ¿soy racista? ¿Pienso menos de ciertas personas? La respuesta es que a veces me encuentro haciendo generalizaciones de grupos de gente. Si soy honrada, le digo que sólo el otro día le grité a un conductor de coche: "¡tienes que ser asiático!". En contestar la pregunta, si el problema no existe exclusivamente en Honduras.
Exchanging information and ideas in Spanish [11-12] → use of strategies to generate and maintain communication to provide a personal response related to socialising and societal issues and/or ideas →	## Question 4 Sí pienso de mi situación personal, un área donde pudiera ayudar es en relación de la amistad. Es posible que yo pudiera incluir más a los refugiados en mis clases… sentarme al lado de ellos, hablar con ellos y posiblemente ayudarles con sus deberes escolares. ## Question 5 Me he sentido excluida una vez cuando mi amiga mejor tuvo una fiesta en casa y yo fui la única que no invitó. Me hizo sentir aislada, no querida, y no bienvenida.