

Spanish 2019 v1.3

IA2 sample assessment instrument

July 2018

Examination – combination response (30%)

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

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.

Subject	Spanish	Instrument no.	IA2
Technique	Examination — combination response		
Unit	Unit 3: Nuestra sociedad — Our society		
Topic	Topic 2: Socialising and connecting with my peers Topic 3: Groups in society		

Session 1: Written response			
Conditions			
Response type	Examination — combination response		
Time	100 minutes	Perusal	5 minutes planning time
Other	<p>Written:</p> <ul style="list-style-type: none"> • Part 1: Short answer responses in English of up to 100 words per item, with a minimum of three and a maximum of four questions. • Part 2: Extended response in Spanish of 200–300 words. • Spanish-English bilingual dictionaries permitted. • word processor (with internet disabled) permitted. • Spanish audio or audiovisual text/s may <ul style="list-style-type: none"> – be heard up to three times – be delivered more slowly than background speaker pace – include judicious pausing. 		
Instructions			
Write your responses in full sentences, where appropriate, constructing a response so that ideas are maintained, developed and justified.			
Part 1: Short response			
Use Stimulus 1, 2 and 3 provided to answer Questions 1, 2 and 3 in English .			
Part 2: Extended response			
Use Stimulus 1, 2 and/or 3 to answer Question 4 in Spanish .			
Criterion	Marks allocated	Result	
Analysing Spanish texts in English Assessment objectives 1, 2, 3	6		
Creating Spanish texts with Spanish stimulus Assessment objectives 1, 4, 5	12		
Total	18		

Session 1 Part 1: Short response

Question 1

Explain the author's purpose in writing Stimulus 1. Justify your answer using evidence found in the visual and written texts.

Question 2

What is the author's position on the power of words in Stimulus 2? Justify your answer using evidence from the text.

Question 3

Drawing on Stimulus 3, evaluate the ways in which attitudes towards certain people are shaped in society. Justify your answer using evidence from the text.

Session 1 Part 2: Extended response

Question 4

Drawing on Stimulus 1, 2 and/or 3, evaluate to what extent discrimination is a taught behaviour.

Stimulus 1 — visual text



Nuestras Preconcepciones

“No soy colombiano. Sino de Finlanda pero soy ni alto, ni de pelo y ojos claros. Algunos países tienen una población muy diversa, bien sea por migraciones y mezclas.

“Además, es común que nuestras preconcepciones no se limiten a la apariencia física de las personas. Estas preconcepciones surgen de minorías que no representan a un país entero.”

(57 words)

Image: *Finland*, by iaramburu, [Creative Commons Attribution 2.0 Generic](https://flic.kr/p/iK2dbS), <https://flic.kr/p/iK2dbS>, accessed on June 4, 2018.

Stimulus 2 — written text

El racismo en México

México es un país que se ufana de ser diverso e incluyente, pero el racismo y el clasismo definen en gran medida el comportamiento de muchos mexicanos. En México es común usar palabras como 'indio', 'prieto' o 'pobre' para insultar a otra persona. Sin embargo, no nos detenemos a preguntarnos qué hay detrás de estas palabras.

Al decirle a alguien 'indio', estamos asumiendo que ser de ascendencia indígena es indeseable. Estamos diciendo que una raza es superior a otra y que el color de nuestra piel o el lugar del que vienen nuestros ancestros nos hace mejor o peor que otros.

En México hay un gran número de personas afrodescendientes cuya presencia en nuestro país data desde la Colonia. Sin embargo, muchos no piensan en estas personas como mexicanos y los clasifican como 'prietos', palabra despectiva que se usa para definir a alguien inferior. Además, a muchas personas de piel negra les preguntan con frecuencia de dónde vienen, asumiendo que no pueden ser mexicanos.

No es raro oír a alguien hablar de 'güeros', 'gente bonita' o 'gente bien', lo que implica que hay unas personas, con ciertas características físicas y afluencia económica, que están por encima del resto de mexicanos. Estos términos causan comportamientos que llevan a la segregación y a la falta de respeto.

Es interesante, sin embargo, que dada la gran mezcla racial que ha habido en nuestro país, una persona que es discriminada por ser más oscura en un círculo social puede ser relativamente más blanca en otro círculo social. De esta manera las víctimas pasan a ser victimarios según el contexto.

(265 words)

Stimulus 3 — audio text

Note: Students would be provided with this stimulus in an audio format, but the stimulus has been provided for this purpose as a transcript.

Entrevista a Juan Medina, fotógrafo (audio):

- Voz 1 Tenemos hoy en el estudio Juan Medina, fotógrafo español ganador del premio *World Press*.
- Voz 2 Buenos días y muchas gracias por la invitación.
- Voz 1 Juan, cuéntanos un poco cómo empezó tu interés por el tema de la migración y las dificultades que los migrantes afrontan.
- Voz 2 Bueno, empecé a tomar fotos de migrantes hace ya más de 20 años cuando vivía en las Islas Canarias. El número de personas de la zona subsahariana que buscaban llegar a España era preocupante y quise investigar. La fotografía es una poderosísima herramienta para hacer historia. Gracias a ella podemos conocer muchas cosas que ocurren y podemos luego reflexionar sobre ellas.
- Voz 1 Cuéntanos en qué proyecto estás trabajando ahora.

Voz 2 Ahora me estoy dedicando a investigar la situación de los refugiados sirios que se están desplazando hacia los países vecinos como el Líbano, Turquía, Jordania e Iraq. Estoy acompañando a varias familias en su recorrido y documentando la dura realidad que dejan atrás y las dificultades a las que se enfrentan.

Voz 1 Juan, muchas gracias por estar hoy con nosotros y toda la suerte del mundo con tus nuevos proyectos. Esperemos que tus fotografías lleven un mensaje de conciencia, respeto y empatía por las personas que ponen en riesgo sus vidas para encontrar una vida mejor.

(207 words)

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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • comprehension of some parts of the stimulus texts related to socialising and societal issues and/or ideas • analysis of some information. 	2
<ul style="list-style-type: none"> • comprehension of some words and/or phrases related to socialising and societal issues and/or ideas 	1
<ul style="list-style-type: none"> • 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 socialising and societal issues and/or ideas

In responding in Spanish to Spanish texts, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • discerning application of conventions and use of language elements to write a comprehensive response to stimulus texts and 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • application of conventions and some language elements to write a response to some stimulus texts and 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • isolated use of Spanish language related to socialising and societal issues and/or ideas 	1–2

In responding in Spanish to Spanish texts, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> disjointed selection and sequencing in a response to Spanish stimulus texts related to socialising and societal issues and/or ideas. 	
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Session 2: Spoken response			
Conditions			
Response type	Student-centred conversation in Spanish		
Time	3–7 minutes	Perusal	10 minutes planning time
Other	Spoken: <ul style="list-style-type: none"> No access to materials or notes other than stimulus materials During 10 minutes planning, students may make notes to use as prompts During the student-centred conversation, students may use notes prepared in planning time. 		
Instructions			
Stimulus 4 will form the basis of a one-to-one conversation in Spanish with your teacher about socialising and societal issues and/or ideas.			
Criterion	Marks allocated	Result	
Exchanging information and ideas in Spanish Assessment objective/s 1, 4, 5, 6	12		
Total	12		

Session 2: Spoken unprepared response — sample teacher questions in Spanish
<i>These are not to be viewed by the student. Open-ended questions will be developed by the teacher as they listen to the presentation. These would be individual.</i>
Question 1
¿Por qué crees que es necesaria una campaña como esta?
Question 2
¿A qué tipo de discriminación crees que están expuestas las personas que llegan a un país como refugiados?
Question 3
¿Consideras que el tema que muestra el estímulo es exclusivo de Honduras? ¿Conoces más ejemplos de situaciones similares?
Question 4
¿Qué crees que podrías hacer tu para mejorar la situación de personas que vienen a Australia como refugiados?

Question 5

¿Alguna vez te has sentido discriminado? Sí es así, ¿quisieras contarme sobre esa experiencia y como te hizo sentir?

Stimulus 4 — visual text

En Honduras viven personas refugiadas que tuvieron que salir de sus países. Llegaron a Honduras buscando una vida mejor. Esto no los hace diferentes a nosotros. De este grupo uno es un refugiado.



No es posible identificar a la persona refugiada. Somos un país diverso donde todos gozamos de derechos seamos hondureños o refugiados. Ser refugiado es como ser hondureño.

(59 words)

Image: *Untitled*, by OpenClipart-Vectors, [Creative Commons Public Domain Dedication](https://creativecommons.org/licenses/by/4.0/), <https://pixabay.com/photo-2026064>, accessed May 31, 2018.

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

In exchanging information and ideas in Spanish, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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

In exchanging information and ideas in Spanish, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0