

# Spanish 2019 v1.3

## IA3 high-level annotated sample response

July 2018

### Extended 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 finishing secondary school, future plans and responsibilities
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to finishing secondary school, future plans and responsibilities
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
4. apply knowledge of Spanish language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to finishing secondary school, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
6. use strategies to maintain communication and exchange meaning in Spanish to discuss finishing secondary school, plans and responsibilities with peers and Spanish-speaking community members.

# Instrument-specific marking guide

## Criterion: Analysing Spanish texts in Spanish

### Assessment objectives

1. comprehend Spanish to understand information, ideas, opinions and experiences related to finishing secondary school, future plans and responsibilities
2. identify tone purpose, context and audience to infer meaning, values and attitudes related to finishing secondary school, future plans and responsibilities
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to finishing school, future plans and responsibilities
4. apply knowledge of Spanish language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to finishing school, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities.

In responding in Spanish to Spanish texts, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>comprehensive understanding of information, ideas and/or opinions in all the stimulus texts related to finishing secondary school, future plans and responsibilities</li> <li>perceptive identification of tone, purpose, context and audience to draw valid and justifiable interpretation of inferences about meaning, values and attitudes in proficient and complex Spanish related to finishing secondary school, future plans and responsibilities</li> <li>discerning analysis and evaluation of relevant information and ideas in the stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities.</li> </ul>	14-15
<ul style="list-style-type: none"> <li>effective understanding of information, ideas and/or opinions in the stimulus texts related to finishing secondary school, future plans and responsibilities</li> <li>effective identification of tone, purpose, context and audience to draw a valid interpretation or inferences about meaning, values and attitudes in mostly proficient and complex Spanish related to finishing secondary school, future plans and responsibilities</li> <li>effective analysis and evaluation of most relevant information and ideas in the stimulus texts to draw valid conclusions with justification of opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities.</li> </ul>	12-13
<ul style="list-style-type: none"> <li>understanding of information and ideas in most of the stimulus texts related to finishing secondary school, future plans and responsibilities</li> <li>identification of purpose, context and audience to draw an interpretation of inferences about meaning, values and attitudes in mostly proficient Spanish related to finishing secondary school, future plans and responsibilities</li> <li>analysis and evaluation of some relevant information and ideas in the stimulus texts to draw conclusions with justification of opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities.</li> </ul>	10-11

In responding in Spanish to Spanish texts, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• understanding of the gist and obvious information from some of the stimulus texts related to finishing secondary school, future plans and responsibilities</li> <li>• identification of purpose, context and/or audience with sufficient proficiency in Spanish related to finishing secondary school, future plans and responsibilities</li> <li>• analysis of some relevant information and ideas in the stimulus texts to draw conclusions with some justification from the text/s related to finishing secondary school, future plans and responsibilities.</li> </ul>	8-9
<ul style="list-style-type: none"> <li>• understanding of gist and obvious information from parts of the stimulus texts related to finishing secondary school, future plans and responsibilities</li> <li>• identification of context and/or audience in which the overall response can be understood related to finishing secondary school, future plans and responsibilities</li> <li>• analysis of some information and ideas in the stimulus text/s to draw conclusions related to finishing secondary school, future plans and responsibilities.</li> </ul>	6-7
<ul style="list-style-type: none"> <li>• understanding of parts of the stimulus text/s related to finishing secondary school, future plans and responsibilities</li> <li>• some aspects of context and/or audience identified in fragmented French</li> <li>• analysis of some information related to finishing secondary school, future plans and responsibilities.</li> </ul>	4-5
<ul style="list-style-type: none"> <li>• understanding of some words and phrases related to finishing secondary school, future plans and responsibilities</li> <li>• fragmented information identified related to finishing secondary school, future plans and responsibilities.</li> </ul>	2-3
<ul style="list-style-type: none"> <li>• understanding of some words related to finishing secondary school, future plans and responsibilities.</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

## Criterion: Exchanging information and ideas in Spanish

### Assessment objectives

1. comprehend Spanish to understand information, ideas, opinions and experiences related to finishing secondary school, future plans and responsibilities
4. apply knowledge of Spanish language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to finishing secondary school, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
6. use strategies to maintain communication and exchange meaning in Spanish to discuss finishing secondary school, future plans and responsibilities with peers and Spanish-speaking community members.

In exchanging information and ideas in Spanish, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>discerning application of conventions and use of language features in a spoken conversation in Spanish to exchange information and ideas about their presentation related to finishing secondary school, future plans and responsibilities</li> <li>structured, sequenced and synthesised use of strategies to generate and maintain the conversation in a discerning manner</li> <li>provision of a perspective and justified personal response using relevant information related to finishing secondary school, future plans and responsibilities.</li> </ul>	14-15
<ul style="list-style-type: none"> <li>effective and proficient application of conventions and use of language features in a spoken conversation in Spanish to exchange information and ideas about their presentation related to finishing secondary school, future plans and responsibilities</li> <li>structured, sequenced and synthesised use of strategies to generate and maintain the conversation in an effective manner</li> <li>provision of an effective personal response using relevant information related to finishing secondary school, future plans and responsibilities.</li> </ul>	12-13
<ul style="list-style-type: none"> <li>proficient application of conventions and use of language features in a spoken conversation in Spanish to exchange information and ideas about their presentation related to finishing secondary school, future plans and responsibilities</li> <li>structured, sequenced and synthesised use of strategies to generate and maintain the conversation in a purposeful manner</li> <li>provision of a clear personal response related to finishing secondary school, future plans and responsibilities.</li> </ul>	10-11
<ul style="list-style-type: none"> <li>use of suitable language features with errors that do not impede meaning in a spoken conversation in Spanish to exchange information and ideas related to finishing secondary school, future plans and responsibilities</li> <li>can maintain conversation in a structured and sequenced manner</li> <li>provision of an appropriate personal response related to finishing secondary school, future plans and responsibilities.</li> </ul>	8-9
<ul style="list-style-type: none"> <li>use of Spanish language features with some errors that impede meaning at times related to finishing secondary school, future plans and responsibilities</li> <li>occasional need for prompting to maintain communication in a structured manner</li> <li>provision of an adequate response related to finishing secondary school, future plans and responsibilities.</li> </ul>	6-7
<ul style="list-style-type: none"> <li>use of Spanish language features with errors that impede meaning but can be understood related to finishing secondary school, future plans and responsibilities</li> <li>frequent need for prompting to maintain communication</li> <li>fragmented response to finishing school, future plans and responsibilities.</li> </ul>	4-5
<ul style="list-style-type: none"> <li>use of Spanish language features with frequent errors but some information can be understood related to finishing secondary school, future plans and responsibilities</li> <li>is hesitant, relying heavily on prompts and cues to communicate</li> <li>disjointed response to finishing school, future plans and responsibilities.</li> </ul>	2-3
<ul style="list-style-type: none"> <li>isolated use of Spanish phrases or words related to finishing secondary school, future plans and responsibilities.</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

# Task

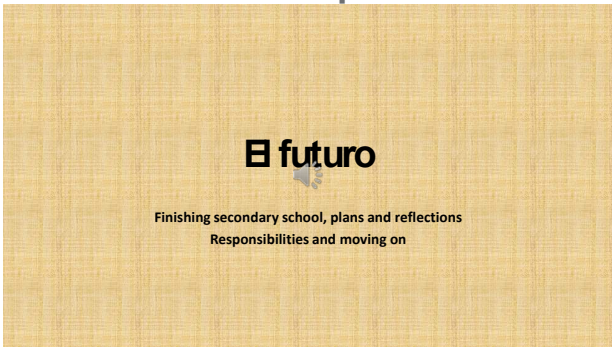
See the sample assessment instrument for Summative internal assessment 3 — Unit 4. Available on the School portal (Spanish).

## Sample response

Criterion	Marks allocated	Result
<b>Analysing Spanish texts in Spanish</b> Assessment objectives 1, 2, 3, 4, 5	15	15
<b>Exchanging information and ideas in Spanish</b> Assessment objectives 1, 4, 5, 6	15	15
<b>Total</b>	<b>30</b>	<b>30</b>

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

**Part 1: Multimodal presentation**



(1) Buenas tardes y gracias por venir a escuchar mi presentación sobre el futuro mío y del planeta. Esta presentación la voy a dividir en dos. Empiezo por analizar los textos y ofrecer mi opinión sobre los tres. En la segunda parte voy a hablar sobre mis planes personales. Lo que quiero hacer después de terminar este último año de mi vida escolar.

**El planeta**




Image: Kevin Gill

(2) Para empezar, quisiera decir que la materia y los conceptos de los tres textos hablan de temas muy importantes para los jóvenes de hoy. Es

necesario mencionar que los tres textos hablan de diferentes maneras para mejorar nuestro planeta.

**Analysing Spanish texts in Spanish [14-15]**

comprehensive understanding of information, ideas and/or opinions in all the stimulus texts related to finishing secondary school, future plans and responsibilities



(3) El primer texto, nos ofrece una solución después de terminar el colegio. Trabajar como voluntario. El escritor nos muestra dos tipos de programas de voluntarios que nos ofrecen diferentes oportunidades. El primero nos habla de las tortugas y el segundo de los huérfanos.

El escritor usa preguntas retóricas e imperativos para capturar la atención del lector y persuadirle que su ayuda se necesita.

**Analysing Spanish texts in Spanish [14-15]**

perceptive identification of tone, purpose, context and audience to draw valid and justifiable interpretation of inferences about meaning, values and attitudes in proficient and complex Spanish related to finishing secondary school, future plans and responsibilities



Image: Michael Rehfeldt

**Analysing Spanish texts in Spanish [14-15]**

discerning analysis and evaluation of relevant information and ideas in the stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities



(4) En mi opinión los dos programas son muy importantes y los jóvenes de mi edad se atraen a estos tipos de trabajos porque hoy en día la conservación y la protección de los animales son asuntos muy importantes para los adolescentes que desean proteger el futuro del mundo.

Como todos sabemos, las tortugas están en peligro. El año pasado cuando yo y mi familia visitamos el lugar de "Mon Repos", pudimos ver el trabajo que los voluntarios hacen para mejorar la situación de estos bellos animales. Sin embargo, si tuviera que elegir, pienso que trabajaría en un orfanato. La descripción del programa suena como mucho trabajo, pero para mí, personalmente, ayudar a los humanos especialmente los más vulnerables de nuestra sociedad viene primero antes de los animales.

**Analysing Spanish texts in Spanish [14-15]**

comprehensive understanding of information, ideas and/or opinions in all the stimulus texts related to finishing secondary school, future plans and responsibilities



Analysing Spanish texts in Spanish [14-15] comprehensive understanding of information, ideas and/or opinions in all the stimulus texts related to finishing secondary school, future plans and responsibilities

Analysing Spanish texts in Spanish [14-15] perceptive identification of tone, purpose, context and audience to draw valid and justifiable interpretation of inferences about meaning, values and attitudes in proficient and complex Spanish related to finishing secondary school, future plans and responsibilities

### Nuevos trabajos



Image: Wall Boat

(5) En el futuro habrá muchos nuevos trabajos y el segundo texto nos muestra las oportunidades que mi generación tendrá. El segundo texto es un ejemplo del tipo de trabajos nuevos que existen para nuestra generación. La investigación genética de las plantas cada día llega a ser más esencial. Es importante que podamos alimentar todo el mundo en el futuro. El escritor nos habla de la investigación de genética y evolución de plantas. Para mí, este tipo de trabajo soluciona el problema de comida para el mundo, especialmente en partes donde hay mucha sequillas, como la África.

### Mis estudios



Image: Megan McMillan

(6) Parecido al primer texto el escritor captura nuestra atención con el uso de preguntas. Su uso me hace querer leer más simplemente porque deseo saber las respuestas a las preguntas. También el uso de las preguntas me hace sentir incluida en el texto. Siento como el escritor me las está preguntando directamente.

Este tipo de trabajo desafiante examina como las plantas se desarrollan en ambientes diferentes y a veces en condiciones duras o hostiles.

Pero si soy honesta, este tipo de trabajo realmente no me interesa mucho. Prefiero elegir algo donde puedo usar el español que he aprendido durante los últimos siete años. Creo con mucha pasión, que uno no debe perder las habilidades por esa razón busco una experiencia que pueda combinar mis estudios del español con la necesidad de ganar dinero para poder vivir independiente. La independencia para mi es esencial.



**Analysing Spanish texts in Spanish [14-15]**

discerning analysis and evaluation of relevant information and ideas in the stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities

**Cursos universitarios**



Image: Jason Tong

(7) Al leer el tercer texto, otra vez me encuentro con un texto que nos ofrece razones para convencernos a seguir una carrera relacionada con el área del medioambiente. Esta vez el texto es informativo. La información viene de universidades en América Latina. Simplemente nos ofrece toda la información sobre los diferentes cursos basados en la tecnológica medioambiental.

Al leer los diferentes cursos, me sorprende la cantidad de cursos que existen basados en el medioambiente. Personalmente me atrae la idea de viajar al extranjero y estudiar. Podría utilizar el español, seguir mejorándolo, y tener la oportunidad de vivir en una cultura latinoamericana.

Sin embargo, realmente no es un área que realmente me interesa y no encuentro los precios razonables. Pero la idea de ir al extranjero y poder estudiar me atrae mucho. Posible será algo que pueda contemplar en el futuro.

**Mis planes**



Image: UNIMAS Sarawak

(8) En la segunda parte de mi presentación les voy a hablar sobre mis planes después de terminar el colegio. Primero, mi prioridad en estos momentos son mis exámenes que empiezan en tres semanas. Pienso que no estoy sola con mis pensamientos. El resto del año doce en Queensland estarán pensando de sus exámenes. Cuando terminé hay muchas cosas que voy a gozar. Primero es el baile de fin del año. (Lo que llamamos en inglés el formal). Ya tengo mi vestido, zapatos y mi mama ha organizado el maquillaje y la peluquera.



**Analysing Spanish texts in Spanish [14-15]**

discerning analysis and evaluation of relevant information and ideas in the stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities

**Analysing Spanish texts in Spanish [14-15]**

discerning analysis and evaluation of relevant information and ideas in the stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities

**Exchanging information and ideas in Spanish [14-15]**

discerning application of conventions and use of language features in a spoken conversation in Spanish to exchange information and ideas about their presentation related to finishing secondary school, future

**Schoolies**



Image: Sam Bernardo

(9) Después viene una semana llena de diversión. Aquí la llamamos 'schoolies', todos vamos a pasar unas pequeñas vacaciones en el Gold Coast con nuestros amigos. He organizado un apartamento para la semana. Para muchos significa la libertad y el primer paso a ser adulto. Pero cuando vuelva tengo que empezar a trabajar en la tienda de mi madre. Mis padres me han prestado el dinero para ir a 'schoolies' con la condición que al volver les pagaré el dinero. Pero lo que voy hacer próximo año ...realmente no estoy segura. Los textos me han dado muchas ideas para mi futuro, ir a la universidad, salvar el planeta, investigar la adaptación de nuevas especies, hay muchas opciones.

**Relajarse**



Image: Neil Turner

(10) Pero realmente lo que necesito en estos momentos es relajarme... pasar un tiempo conociendo diferentes culturas y mejorando mi español.... Entonces a viajar...me voy al extranjero a hacer mi año de gap en las selvas de sur américa. Los textos me han dado muchas nuevas ideas para mi futuro. Las ideas presentadas refuerzan el valor de ayudar a los demás y después de viajar pienso que las opciones de los textos definitivamente serán posibilidades.

**Part 2: Spoken conversation**

**Question 1**

Como expliqué en la presentación, mi prioridad sería trabajar con la gente. Sin embargo aprecio mucho el trabajo que las personas hacen con las especies que están en peligro. Por ejemplo, en Australia hay grupos que protegen los koalas y tenemos un zoológico que se devota a proteger los animales en peligro. Reconozco que su trabajo es de mucho valor, pero mi prioridad es la raza humana. Soy de una familia grande. Tengo tres hermanos y tres hermanas. Mi mamá acaba de tener un bebe. Para mi entonces saber que hay bebes sin amor sin familia y sin posiblemente

plans and responsibilities

**Exchanging information and ideas in Spanish [14-15]**  
provision of a perceptive and justified personal response using relevant information related to finishing secondary school, future plans and responsibilities

**Exchanging information and ideas in Spanish [14-15]**  
structured, sequenced and synthesised use of strategies to generate and maintain the conversation in a discerning manner

**Exchanging information and ideas in Spanish [14-15]**  
discerning application of conventions and use of language features in a spoken conversation in Spanish to exchange information and ideas about their presentation related to finishing secondary school, future plans and responsibilities

todas las oportunidades que yo tuve creciendo me rompe el corazón. Por esas razones ayudar en un orfanato es mi preferencia.

### Question 2

Uno de los retos más grandes que encontraría es estar sin mi familia. Somos siete hermanos y todos somos muy unidos. Hacemos todo en familia. Salimos, jugamos y hablamos mucho y siempre juntos. Dejar a mi familia e ir a vivir lejos de ellos entonces es algo que extrañaría muchísimo.

### Question 3

Eso tiene que ser la cultura. Lo que he visto y leído sobre América Latina la gente es muy alegre y les gusta pasarlo bien. Es decir bailan y cantan much. Aquí en Australia no acostumbramos de vivir así.

### Question 4

Mire, como dije realmente no tengo nada fijo. Pienso viajar, pero primero tengo que ganar dinero para devolverles a mis padres todo lo que me dieron para ir a schoolies. Después de eso realmente no sé todavía. Posible viajar o estudiar, pero para todo es necesario que tenga dinero y much

### Question 5

¡Que lo gozen! Gozen el momento las experiencias durante el último año del colegio. Se va tan rápido que uno no nota cuando ya ha terminado. Es importante que aprendamos vivir en el momento.

## References

- Slide 2: *Earth*, by Kevin Gill, [Creative Commons Attribution 2.0 Generic](https://creativecommons.org/licenses/by/2.0/), <https://flic.kr/p/rbMoc5>, accessed Jun 4, 2018.
- Slide 3: *First Turtle!*, by Amy Truter, [Creative Commons Attribution 2.0 Generic](https://creativecommons.org/licenses/by/2.0/), <https://flic.kr/p/8Hqj5b>, accessed Jun 4, 2018.
- Slide 4: *Orphan Boy*, by Michael Rehfeldt, [Creative Commons Attribution 2.0 Generic](https://creativecommons.org/licenses/by/2.0/), <https://flic.kr/p/b1daq>, accessed Jun 4, 2018.
- Slide 5: *Lake Irene, Douglas County*, by Wall Boat, [Creative Commons Attribution 2.0 Generic](https://creativecommons.org/licenses/by/2.0/), <https://flic.kr/p/XYUPdk>, accessed Jun 4, 2018.
- Slide 6: *Sudying Window*, by Megan McMillan, [Creative Commons Attribution 2.0 Generic](https://creativecommons.org/licenses/by/2.0/), <https://flic.kr/p/9gAYsL>, accessed Jun 4, 2018.
- Slide 7: *Lilac Flowers of Doom!*, by Jason Tong, [Creative Commons Attribution 2.0 Generic](https://creativecommons.org/licenses/by/2.0/), <https://flic.kr/p/pDCGUW>, accessed Jun 4, 2018.

- Slide 8: *Final Exam*, by UNIMAS Sarawak, [Creative Commons Attribution 2.0 Generic](https://flic.kr/p/VuAgHi), <https://flic.kr/p/VuAgHi>, accessed Jun 4, 2018.
- Slide 9: *Schoolies 2014 Hare Krishnas take back Cavill mall from Toolies.m4v-17.200*, by Sam Bernardo, [Creative Commons Attribution 2.0 Generic](https://flic.kr/p/qj77Ma), <https://flic.kr/p/qj77Ma>, accessed Jun 4, 2018.
- Slide 10: *Relaxing*, by Neil Turner, [Creative Commons Attribution 2.0 Generic](https://flic.kr/p/DtWp2), <https://flic.kr/p/DtWp2>, accessed Jun 4, 2018.