

Spanish 2019 v1.3

IA3 sample assessment instrument

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, future plans and responsibilities with peers and Spanish-speaking community members.

Subject	Spanish	Instrument no.	IA3
Technique	Extended response		
Unit	Unit 4: Mi future-My future		
Topic	Topic 1: Finishing secondary school, plans and reflections Topic 2: Responsibilities and moving on		

Part 1: Extended response — multimodal			
Conditions			
Duration	3 weeks preparation (in-class and out-of-class time)		
Mode	Multimodal	Length	4–8 minutes
Individual/group	Individual	Other	—
Resources available	This is an open-ended task responding to Spanish stimulus texts. You can access a variety of resources to support the development of your presentation.		
Context			
<p>In this unit, you have focused on the topics of finishing secondary school, plans and reflections and responsibilities, and moving on. Your response will be to three teacher-provided stimulus texts, one of which has been explored in class. The other two you will work on individually.</p> <p>Situation: You are speaking at a youth forum for Spanish language students.</p>			
Task			
<p>Analyse Stimulus 1, 2 and 3 to develop a multimodal presentation where you establish a personal perspective in response to the following question: To what extent do the texts reveal the challenges and possibilities of life beyond school? Your answer must make reference to all three stimulus texts.</p>			
To complete this task, you must:			
<ul style="list-style-type: none"> • develop a detailed understanding of the information, ideas, opinions and experiences in the stimulus texts • analyse and evaluate the language, information and ideas in the stimulus texts • develop your own perspectives using evidence from the stimulus texts • draw your own personal conclusions and justify opinions • construct a structured, controlled and synthesised multimodal presentation 			
Stimulus			
Three attached stimulus texts of differing text types and modes.			
Checkpoints			
<input type="checkbox"/> Week 1: Negotiate with teacher about perspective and content before developing response and/or conducting supplementary research.			
<input type="checkbox"/> Week 2: Develop a draft for feedback. Your teacher will provide advice but not corrections.			
<input type="checkbox"/> Week 3: Submit a final copy of your multimodal script with your presentation.			

Criterion	Marks allocated	Result
Criterion: Analysing Spanish texts in Spanish Assessment objectives 1, 2, 3, 4, 5	15	
Total	15	
Authentication strategies		
<ul style="list-style-type: none"> • The teacher will provide class time for task completion. 		
<ul style="list-style-type: none"> • Students will produce sections of the final response under supervised conditions. 		
<ul style="list-style-type: none"> • Students will provide documentation of their progress at indicated checkpoints. 		
<ul style="list-style-type: none"> • The teacher will collect copies of the student response and monitor at key junctures. 		
<ul style="list-style-type: none"> • Students must acknowledge all sources. 		
<ul style="list-style-type: none"> • Students must submit a declaration of authenticity. 		
<ul style="list-style-type: none"> • The school will ensure class cross-marking occurs. 		
Scaffolding		
<ul style="list-style-type: none"> • Use a range of language elements to demonstrate your capabilities. • Use a range of vocabulary and terminology. • Read texts a few times and make notes on your thoughts. • Decide on your perspective/s. • Find the evidence in the stimulus that supports or doesn't support your perspective/s. • Draft/plan how to link the information together. • Structure your information and insights in an organised way. • Be familiar with technology and allow plenty of time to check all is working. • Practise prior to presenting. 		

Stimulus 1 — written text

Esta es información encontrada en dos páginas de Internet sobre trabajo de voluntariado en América Latina:

1. Trabaja como voluntario en Costa Rica con tortugas marinas

¿Te gustan los animales? ¿Quieres hacer una diferencia en el mundo? ¿Quieres tener una experiencia inolvidable?

En la costa Pacífica de Costa Rica (en los alrededores de Quepos) podrás trabajar como voluntario y ayudar a proteger varias especies de tortugas marinas. El trabajo incluye, según la época del año, recoger los huevos de las tortugas, construir y mantener los nidos artificiales en el vivero, limpiar las playas, monitorear el comportamiento de las tortugas y darles información a los turistas. Debes estar dispuesto a dormir en cabañas rudimentarias o campamentos que pueden no tener ni electricidad ni internet. Además algunas de las actividades ocurren durante toda la noche. ¡La pasarás de maravilla y a la vez aportarás a una causa muy importante!

Costos:

2 semanas: US\$ 740

3 semanas: US\$ 965

4 semanas: US\$ 1.100

Semana adicional: US\$ 230

2. Trabaja como voluntario en Perú con niños huérfanos

¡Qué bueno poder darles amor a los que tanto lo necesitan!

En nuestro orfanato viven niños especiales que en muchos casos han sido abandonados por sus familias. Ellos necesitan cuidado, cariño y atención para crecer sanos y felices. ¡Ven y ayúdanos a darles todo lo que tanto necesitan! El orfanato está ubicado en Cuzco, una de las ciudades más hermosas e interesantes del Perú. Como voluntario nos ayudarás con el funcionamiento del lugar, la preparación de alimentos, el diseño y la implementación de actividades de aprendizaje y entretenimiento y el cuidado general de los niños. ¡Te esperamos!

Costos:

2 semanas: €500

Semana adicional: €50

(277 words)

Stimulus 2 — visual text



Extracto de folleto

¿Cómo pueden ciertas especies adaptarse a ambientes hostiles? El grupo de investigación de Genética y Evolución de Plantas de la Universidad de Queensland trata de responder estas preguntas con proyectos que se desarrollan en el campo, en el invernadero y en laboratorio. Si estás interesado en hacer parte de este grupo, visita nuestra página .

Image 1: *Potting Seedlings*, by K-State Research and Extension, [Creative Commons Attribution 2.0 Generic](https://creativecommons.org/licenses/by/4.0/), <https://flic.kr/p/JkiW71>, accessed May 31, 2018.

Image 2: *PC270015-Beach flowers*, by Gail Frederick, [Creative Commons Attribution 2.0 Generic](https://creativecommons.org/licenses/by/4.0/), <https://flic.kr/p/7WvKo>, accessed May 31, 2018.

Image 3: *Meet Temilola Fatoyinbo-Agueh*, by NASA Goddard Space Flight Center, [Creative Commons Attribution 2.0 Generic](https://creativecommons.org/licenses/by/4.0/), <https://flic.kr/p/dHDr5E>, accessed May 31, 2018.

(58 words)

Stimulus 3 — written text

Latino América — Estudios universitarios en la tecnología medioambiental

¿Te gustaría mejorar el mundo que nos rodea?

El panorama que enfrenta el planeta en el año 2050 es muy poco alentador. Una escasez de agua, el aumento de emisión de gases tóxicos y una devastadora contaminación urbana del aire. Es necesario instrumentar diversas políticas de desarrollo sostenible para luchar contra esta realidad.

Hoy en día, existen numerosas organizaciones e instituciones dedicadas a proteger el Medio Ambiente. También existen cursos universitarios, en caso de que te interese hacer de este fin tu carrera profesional.

Estas organizaciones de educación superior están tratando de garantizar que las consideraciones ambientales se incluyan no sólo en los planes de estudio, sino también en planes para consumo sostenible de energía y agua, procesos de abastecimiento y gestión de residuos.

Según el estudio, 64% de las universidades ofrecen programas profesionales de pregrado en medio ambiente o sostenibilidad, mientras que 56% ofrece especializaciones, maestrías o doctorados. Asimismo, 47% de las universidades tiene programas permanentes orientados hacia la búsqueda de soluciones ambientales en las comunidades.

Tipos de cursos que existen: [Ingeniería en Prevención de Riesgos y Medio Ambiente](#), [Ingeniería Civil Ambiental](#), [Magíster en Medio Ambiente y Desarrollo Sustentable](#)

Note: This stimulus has been part of a broader study in class, prior to the distribution of the other two stimulus.

(203 words)

Instrument-specific marking guide (ISMG)

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 the 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.

In responding in Spanish to Spanish texts, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • comprehensive understanding of information, ideas and/or opinions in all the stimulus texts related to finishing secondary school, future plans and responsibilities • 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 • 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 school, future plans and responsibilities. 	14-15
<ul style="list-style-type: none"> • effective understanding of information, ideas and/or opinions in the stimulus texts related to finishing secondary school, future plans and responsibilities • 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 • 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. 	12-13
<ul style="list-style-type: none"> • understanding of information and ideas in most of the stimulus texts related to finishing secondary school, future plans and responsibilities • 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 • 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. 	10-11
<ul style="list-style-type: none"> • understanding of the gist and obvious information from some of the stimulus texts related to finishing secondary school, future plans and responsibilities 	8-9

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

Part 2: Extended response — spoken conversation**Conditions****Duration** 5–7 minutes**Mode** Spontaneous student-centred conversation in Spanish**Individual/
group** Individual**Other**

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Resources available

- Stimulus texts from Part 1.
- The script you have developed from Part 1.

Context

In Part 1, you developed a multimodal presentation on the topics of finishing secondary school, plans and reflections, responsibilities, and moving on. Part 2 of this assessment builds on Part 1.

Task

Answer a series of unseen, open-ended questions asked by your teacher in relation to your presentation, the three stimulus texts, and/or the subject matter of Unit 4 Topic 1 and/ or 2.

Stimulus

Three attached stimulus texts of differing text types and modes.

Criterion	Marks allocated	Result
Exchanging information and ideas in Spanish Assessment objective/s 1, 4, 5, 6	15	
Total	15	

Part 2: Extended response — spoken conversation (sample teacher questions in Spanish)

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.

Question 1

¿Te interesaría trabajar como voluntario en uno de estos dos lugares? Explica tu respuesta en detalle.

Question 2

¿Qué retos crees que encontrarías?

Question 3

¿Cuál crees que será la diferencia más significativa que encontrarás entre Australia y Latinoamérica?

Question 4

¿Cuáles son tus planes después de terminar el colegio?

Question 5

¿Cuáles sugerencias tendrías para los chicos que van a terminar el colegio en el futuro?

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"> • 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 • structured, sequenced and synthesised use of strategies to generate and maintain the conversation in a discerning manner • provision of a perspective and justified personal response using relevant information related to finishing secondary school, future plans and responsibilities. 	14-15
<ul style="list-style-type: none"> • 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 • structured, sequenced and synthesised use of strategies to generate and maintain the conversation in an effective manner • provision of an effective personal response using relevant information related to finishing secondary school, future plans and responsibilities. 	12-13
<ul style="list-style-type: none"> • 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 • structured, sequenced and synthesised use of strategies to generate and maintain the conversation in a purposeful manner • provision of a clear personal response related to finishing secondary school, future plans and responsibilities. 	10-11
<ul style="list-style-type: none"> • 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 • can maintain conversation in a structured and sequenced manner • provision of an appropriate personal response related to finishing secondary school, future plans and responsibilities. 	8-9
<ul style="list-style-type: none"> • use of Spanish language features with some errors that impede meaning at times related to finishing secondary school, future plans and responsibilities • occasional need for prompting to maintain communication in a structured manner • provision of an adequate response related to finishing secondary school, future plans and responsibilities. 	6-7

In exchanging information and ideas in Spanish, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • use of Spanish language with errors that impede meaning but can be understood related to finishing secondary school, future plans and responsibilities • frequent need for prompting to maintain communication • fragmented response to finishing, future plans and responsibilities. 	4-5
<ul style="list-style-type: none"> • use of Spanish language with frequent errors but some information can be understood related to finishing secondary school, future plans and responsibilities • is hesitant, relying heavily on prompts and cues to communicate • disjointed response to finishing school, future plans and responsibilities. 	2-3
<ul style="list-style-type: none"> • isolated use of Spanish phrases or words related to finishing secondary school, future plans and responsibilities. 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0