Spanish marking guide

External assessment

Combination response (59 marks)

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.

Note: Objective 6 is not assessed in this instrument.

Purpose

This document is an External assessment marking guide (EAMG).

The EAMG:

- Provides a tool for calibrating external assessment markers to ensure reliability of results
- Indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- Informs schools and students about how marks are matched to qualities in student responses.

Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded. Where no response to a question has been made, a mark of 'N' will be recorded.

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External assessment marking guide

Short response in English (22 marks)

Q	Sample response	The response:	M
1a)	The conversation is about obtaining a Spanish driver's licence. One of the speakers is Australian and is asking questions to the person in charge. Firstly, she asks about the requirements needed and, secondly, if she is eligible to obtain a Spanish driver's licence.	• states that the purpose is to obtain a driver's licence • provides 2 examples that support this conclusion	3
		• states that the purpose is to obtain a driver's licence • provides 1 example that supports this conclusion **OR** • provides 2 relevant examples	2
		• states that the purpose is to obtain a driver's licence **OR** • provides 1 relevant example **OR** • in Spanish, states the purpose is to obtain a driver's licence and provides 2 examples that support this conclusion	1
		• does not satisfy any of the descriptors above.	0

Q	Sample response	The response:	M
1b)	The context is a conversation between a person who works for a transport agency and someone seeking information. The female speaker wants to find out how to get a Spanish driver's licence and the other person has the knowledge.	• states the context is a conversation at a transport bureau/agency • provides 2 examples that support this conclusion	3
		• states the context is a phone or face-to-face conversation • provides 1 example that supports this conclusion	2
		• states the context is a phone or face-to-face conversation **OR** • provides 1 relevant example **OR** • in Spanish, states the context is a phone or face-to-face conversation and provides 2 examples that support this conclusion	1
		• does not satisfy any of the descriptors above.	0
2	Steps: • Establish age. • Establish nationality/residency. • Complete a health check. • Complete a theoretical and practical test. • Bring two passport photos.	• identifies 5 steps in sequential order	5
		• identifies 4 steps in sequential order	4
		• identifies 3 steps in sequential order	3
		• identifies 2 steps in sequential order	2
		• identifies 1 step **OR** • in Spanish, identifies 5 steps in sequential order	1
		• does not satisfy any of the descriptors above.	0
3	The writer has a positive outlook on life, although she admits she originally found her change in location difficult. She is happy	• states how the writer's emotional state has changed • provides 4 examples that support this statement	5
		• states how the writer's emotional state has changed • provides 3 examples that support this statement	4

Q	Sample response	The response:	M
	now as stated, 'I am very happy to write about my situation.' Originally she describes her experiences in negative language stating that she 'missed her family terribly'. Her tone then becomes more positive as she uses expressions such as 'built up a good client base' in her hairdressing business, and has 'saved enough money to pay our debts'. Finally, she celebrates her success with positive language stating 'I am very happy to write about my situation.' All of these things contribute to her current happiness and success.	**OR** • provides 4 relevant examples that support the emotional change	
		• states how the writer's emotional state has changed • provides 2 examples that support this statement **OR** • provides 3 relevant examples that support the emotional change	3
		• states how the writer's emotional state has changed • provides 1 example that supports this statement **OR** • provides 2 relevant examples that support the emotional change	2
		• states how the writer's emotional state has changed **OR** • provides 1 relevant example that supports the emotional change **OR** • in Spanish, states how the writer's emotional state has changed and provides 4 examples that support this statement	1
		• does not satisfy any of the descriptors above.	0

Q	Sample response	The response:	M
4	The author describes many obstacles faced upon deciding to relocate from Perú to Barcelona. Three of these obstacles include finding it difficult to leave her husband and two daughters, problems finding a job as a hairdresser and paying off debts. To each of these obstacles, the author outlines solutions, including living with other Peruvians so she was never lonely, building up a good client base and deciding to stay another year to save up enough money to buy a salon and a van back home.	• states 3 obstacles • provides an example to support each obstacle	6
		• states 3 obstacles • provides 2 examples to support 2 obstacles **OR** • states 2 obstacles • provides 3 examples to support 3 obstacles	5
		• states 3 obstacles • provides 1 example to support 1 obstacle **OR** • states 2 obstacles • provides 1 example to support each obstacle **OR** • states 1 obstacle • provides 3 examples to support 3 obstacles	4
		• states 2 obstacles • provides 1 example to support 1 obstacle **OR** • states 1 obstacle • provides 2 examples to support 2 obstacles **OR** • provides 3 examples to support 3 obstacles	3
		• states 2 obstacles **OR** • provides 2 examples to support 2 obstacles **OR** • states 1 obstacle • provides 1 example to support 1 obstacle	2

Q	Sample response	The response:	M
		• states 1 obstacle **OR** • provides 1 example **OR** • in Spanish, states 3 obstacles and provides 1 example to support each obstacle	1
		• does not satisfy any of the descriptors above.	0

Short response in Spanish (16 marks)

Q	The response:	M	The response:	M
5	• states the intended audience • provides 3 examples that support this statement	4	• conveys meaning relevant to the question, allowing for few errors	4
			• conveys meaning relevant to the question, allowing for some errors	3
	• states the intended audience • provides 2 examples that support this statement **OR** • provides 3 relevant examples that help to identify the audience	3	• conveys meaning relevant to the question through the use of some words and isolated phrases	2
			• conveys fragmented meaning	1
	• states the intended audience • provides 1 example that supports this statement **OR** • provides 2 relevant examples that help to identify the audience	2	• does not satisfy any of the descriptors above **OR** • is in English.	0
	• states the intended audience **OR** • provides 1 relevant example that helps to identify the audience **OR** • in English, states the intended audience and provides 3 examples that support this statement	1		
	• does not satisfy any of the descriptors above.	0		

Sample response

La audiencia son los graduados escolares que acaban de terminar el colegio y que buscan oportunidades para viajar a Sudamérica y experimentar la vida cotidiana dentro del país. En el estímulo se menciona la oferta para ser voluntario en Uruguay y se especifican las condiciones que tienen que cumplir como tener un dominio del idioma español básico, e inglés, tener un curso de primeros auxilios y tener una edad comprendida entre los 18 y los 30 años. Al mismo tiempo, se pide que los solicitantes comprueben el tipo de visado que se requiere con las embajadas locales de su país.

Q	The response:	M	The response:	M
6	• makes a judgment about the benefits to the local community • provides 3 examples that support this judgment	4	• conveys meaning relevant to the question, allowing for few errors	4
	• makes a judgment about the benefits to the local community • provides 2 examples that support this judgment **OR** • provides 3 relevant examples about the local community response	3	• conveys meaning relevant to the question, allowing for some errors	3
	• makes a judgment about the benefits to the local community • provides 1 example that supports this judgment **OR** • provides 2 relevant examples about the local community response	2	• conveys meaning relevant to the question through the use of some words and isolated phrases	2
	• makes a judgment about the benefits to the local community **OR** • provides 1 example about the local community response	1	• conveys fragmented meaning **OR** • in English, conveys meaning	1
	• does not satisfy any of the descriptors above	0	• does not satisfy any of the descriptors above **OR** • is in English.	0

Sample response

La comunidad local se puede beneficiar gracias a que los voluntarios pueden estar en contacto con las personas que allí residen, trabajar en escuelas-guarderías de primaria para enseñarles inglés y prepararles para el futuro. Al mismo tiempo pueden ayudar en las granjas locales. El objetivo es suministrar alimentos a las familias que más lo necesitan y así poder ayudar al desarrollo de las comunidades más desfavorecidas de una manera visible.

Extended response in Spanish — Question 7 (21 marks)

Information	M	Meaning	M	Language elements	M	Textual conventions	M
The response:							

• addresses and elaborates on all of the following
  – plans for after graduation
  – how school has changed their life
  – goals they have for their life
	6	• conveys meaning relevant to the task
		• proficiently communicates through
		  – selection of ideas
		  – logical sequencing of ideas
		  – synthesis of ideas
			5	• uses a wide range of vocabulary purposefully
				• uses a wide range of grammar accurately
				• uses a wide range of tenses accurately
				• uses consistent register for context
					8	• uses all of the following
						  – salutations/ statement of purpose
						  – concluding remarks
							2

• addresses all of the following
  – plans for after graduation
  – how school has changed their life
  – goals they have for their life
• elaborates on 2 of these
	5	• conveys meaning relevant to the task
		• communicates through
		  – selection of ideas
		  – sequencing of ideas
		  – synthesis of ideas
			4	• uses a wide range of vocabulary purposefully
				• uses a range of grammar
				• uses a range of tenses, allowing for infrequent errors
				• uses consistent register for context
					7	• uses 1 of the following
						  – salutations/ statement of purpose
						  – concluding remarks
							1

• addresses and elaborates on 2 of the following
  – plans for after graduation
  – how school has changed their life
  – goals they have for their life
	4	• conveys meaning relevant to the task
		• communicates through
		  – selection of ideas
		  – sequencing of ideas
			3	• uses a wide range of vocabulary, allowing for infrequent errors
				• uses a range of grammar, allowing for infrequent errors
				• uses a range of tenses, allowing for infrequent errors
				• uses consistent register for context
					6	• does not satisfy any of the descriptors above
						OR
						• is in English.
							0

Information	M	Meaning	M	Language elements	M	Textual conventions	M
• addresses 2 of the following – plans for after graduation – how school has changed their life – goals they have for their life • elaborates on 1 of these	3	• conveys some meaning relevant to the task through – selection of ideas – sequencing of ideas	2	• uses a range of vocabulary, allowing for some errors • uses a range of grammar, allowing for some errors • attempts to use a range of tenses • mostly uses consistent register	5		
• addresses and elaborates on 1 of the following – plans for after graduation – how school has changed their life – goals they have for their life	2	• attempts to convey meaning	1	• uses a range of vocabulary and grammar, allowing for errors	4		
• mentions words and/or phrases that could be used in a relevant response	1	• does not satisfy any of the descriptors above **OR** • is in English.	0	• uses repetitive vocabulary and grammar	3		
• does not satisfy any of the descriptors above **OR** • is in English.	0			• uses repetitive vocabulary and grammar with frequent errors	2		
				• uses isolated words and phrases	1		
				• does not satisfy any of the descriptors above **OR** • is in English.	0		