

# Spanish marking guide and response

External assessment

## Combination response (55 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 consists of a marking guide and a sample response.

The marking guide:

- 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.

The sample response:

- demonstrates the qualities of a high-level response
- has been annotated using the marking guide.

## 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.

# Marking guide

## Short response in English

Q	Sample response	The response:
1	<p>Ignacio's father initially expresses surprise when he exclaims to his wife that he cannot believe his son is already 18 years old. Later in the conversation, the mother is grateful that the father got a new job when Ignacio was in Year 10 and she says that they were lucky he moved schools. Finally, the two parents were excited to conclude that they are very proud of their son now that he will go to university in Madrid next year to study.</p>	<ul style="list-style-type: none"><li>· identifies an appropriate emotion <b>[1 mark]</b></li><li>· provides one example for this emotion <b>[1 mark]</b></li><li>· identifies a second appropriate emotion <b>[1 mark]</b></li><li>· provides one example for this emotion <b>[1 mark]</b></li><li>· identifies a third appropriate emotion <b>[1 mark]</b></li><li>· provides one example for this emotion <b>[1 mark]</b></li></ul>
2	<p>Mum is pleased that their changing circumstances brought new opportunities for Ignacio. She is glad that Ignacio had the chance to establish a new friendship group and subsequently was able to re-focus on study.</p> <p>Dad is reflective and proud and thinks Ignacio has come a long way. He reflects on his son not doing his homework and staying out late, comparing it to him nearly finishing school and going to university next year.</p>	<ul style="list-style-type: none"><li>· states a view that Mum expresses <b>[1 mark]</b></li><li>· provides one example to justify this statement <b>[1 mark]</b></li><li>· provides a second example to justify this statement <b>[1 mark]</b></li><li>· states a view that Dad expresses <b>[1 mark]</b></li><li>· provides one example to justify this statement <b>[1 mark]</b></li><li>· provides a second example to justify this statement <b>[1 mark]</b></li></ul>

Q	Sample response	The response:
3a)	<p>A likely audience for Stimulus 2 is people who are interested in reading about socio-political or economic news in Spain. This can be seen in the title of the article: 'Spain's economy is fragile'.</p>	<ul style="list-style-type: none"> <li>· states a likely audience <b>[1 mark]</b></li> <li>· provides one example to justify the statement <b>[1 mark]</b></li> </ul>
3b)	<p>The purpose is to inform the audience about Spain's current economic situation (the high percentage of unemployment in Spain). An example of this is the statement, 'The Spanish government has promised 2 billion euros towards finding a solution for young people.'</p>	<ul style="list-style-type: none"> <li>· states the purpose <b>[1 mark]</b></li> <li>· provides one example to justify the statement <b>[1 mark]</b></li> </ul>

Q	Sample response	The response:
4	<p>One of the main issues presented in Stimulus 2 is that Spain's economy is unstable. The part of the community most affected is young people. Young Spanish people cannot find work, so many travel to other EU countries to study and don't return with their expertise. Furthermore, many young people need to live at home with their parents; they are slow to move out and become independent.</p>	<ul style="list-style-type: none"> <li>· states what one of the main issues is <b>[1 mark]</b></li> <li>· identifies which part of the community is most affected <b>[1 mark]</b></li> <li>· provides one example that justifies a conclusion drawn <b>[1 mark]</b></li> <li>· provides a second example that justifies a conclusion drawn <b>[1 mark]</b></li> </ul>

## Short response in Spanish

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
5	Yo creo que el autor influirá a la gente joven y animarle a seguir sus sueños con su blog. Es un blog que tiene como intención describir su historia personal y el reto de perseguir los sueños. El autor cuenta cómo era buen estudiante y su padre quería que fuera dentista, pero su afición era escribir blogs y viajar por todo el mundo. Poco a poco fue capaz de alcanzar su objetivo, y ahora es feliz y puede viajar. El autor anima a todo el mundo a perseguir aquello que desea.	<ul style="list-style-type: none"> <li>states the likely influence on young people <b>[1 mark]</b></li> <li>provides one example to justify this statement <b>[1 mark]</b></li> <li>provides a second example to justify this statement <b>[1 mark]</b></li> </ul>	conveys meaning relevant to the question with few errors	4
			conveys meaning relevant to the question with some errors	3
			conveys meaning relevant to the question using some words and isolated phrases	2
			conveys fragmented meaning	1
			does not satisfy any of the descriptors above	0

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
6	El autor es una persona perseverante y determinada. Muestra su oposición a los planes preconcebidos que tenían sus padres de ser dentista. Lo define como la idea más aburrida posible. Además, tenía muy claro lo que quería hacer, por ejemplo, cuando dice 'Quería ser independiente y viajar por el mundo'. No siguió el consejo de sus padres y empezó un blog con unos amigos, y aunque sus inicios fueron al principio un poco modestos, su destino cambió al tener el apoyo de una estrella de cine. Ahora es feliz.	<ul style="list-style-type: none"> <li>· states an appropriate tone <b>[1 mark]</b></li> <li>· provides one example to justify this statement <b>[1 mark]</b></li> <li>· provides a second example to justify this statement <b>[1 mark]</b></li> </ul>	· conveys meaning relevant to the question with few errors	4
			· conveys meaning relevant to the question with some errors	3
			· conveys meaning relevant to the question using some words and isolated phrases	2
			· conveys fragmented meaning	1
			· does not satisfy any of the descriptors above.	0

## Extended response in Spanish — Question 7

Information	M	Meaning	M	Language elements	M	Textual conventions	M
<b>The response:</b>							
<ul style="list-style-type: none"> <li>addresses and elaborates on all of the following               <ul style="list-style-type: none"> <li>reflects on their past experiences</li> <li>gives advice on engaging in school life</li> <li>outlines how to maintain a social life while also studying</li> </ul> </li> </ul>	6	<ul style="list-style-type: none"> <li>conveys meaning relevant to the task</li> <li>proficiently communicates through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>logical sequencing of ideas</li> <li>synthesis of ideas</li> </ul> </li> </ul>	5	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary purposefully</li> <li>uses a wide range of grammar purposefully</li> <li>uses a wide range of tenses purposefully</li> <li>uses consistent register for context</li> </ul>	8	<ul style="list-style-type: none"> <li>uses all of the following               <ul style="list-style-type: none"> <li>salutations/ statement of purpose</li> <li>concluding remarks</li> </ul> </li> </ul>	2
<ul style="list-style-type: none"> <li>addresses all of the following               <ul style="list-style-type: none"> <li>reflects on their past experiences</li> <li>gives advice on engaging in school life</li> <li>outlines how to maintain a social life while also studying</li> </ul> </li> <li>elaborates on 2 of these</li> </ul>	5	<ul style="list-style-type: none"> <li>conveys meaning relevant to the task</li> <li>communicates through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> <li>synthesis of ideas</li> </ul> </li> </ul>	4	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary accurately</li> <li>uses a wide range of grammar accurately</li> <li>uses a wide range of tenses accurately</li> <li>uses consistent register for context</li> </ul>	7	<ul style="list-style-type: none"> <li>uses 1 of the following               <ul style="list-style-type: none"> <li>salutations/ statement of purpose</li> <li>concluding remarks</li> </ul> </li> </ul>	1
<ul style="list-style-type: none"> <li>addresses and elaborates on 2 of the following               <ul style="list-style-type: none"> <li>reflects on their past experiences</li> <li>gives advice on engaging in school life</li> <li>outlines how to maintain a social life while also studying</li> </ul> </li> </ul>	4	<ul style="list-style-type: none"> <li>conveys meaning relevant to the task</li> <li>communicates through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> </ul> </li> </ul>	3	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary with few errors</li> <li>uses a wide range of grammar with few errors</li> <li>uses a wide range of tenses with few errors</li> <li>uses consistent register for context</li> </ul>	6	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0
<ul style="list-style-type: none"> <li>addresses 2 of the following               <ul style="list-style-type: none"> <li>reflects on their past experiences</li> <li>gives advice on engaging in school life</li> <li>outlines how to maintain a social life while also studying</li> </ul> </li> <li>elaborates on 1 of these</li> </ul>	3	<ul style="list-style-type: none"> <li>conveys some meaning relevant to the task through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>uses a range of vocabulary with few errors</li> <li>uses a range of grammar with few errors</li> <li>attempts to use a range of tenses</li> <li>mostly uses consistent register for context</li> </ul>	5		



Information	M	Meaning	M	Language elements	M	Textual conventions	M
<b>The response:</b>							
<ul style="list-style-type: none"> <li>addresses and elaborates on 1 of the following               <ul style="list-style-type: none"> <li>reflects on their past experiences</li> <li>gives advice on engaging in school life</li> <li>outlines how to maintain a social life while also studying</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>attempts to convey meaning</li> </ul>	1	<ul style="list-style-type: none"> <li>uses a range of vocabulary and grammar with some errors</li> </ul>	4		
<ul style="list-style-type: none"> <li>mentions words and/or phrases that could be used in a relevant response</li> </ul>	1	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0	<ul style="list-style-type: none"> <li>uses repetitive vocabulary and grammar with some errors</li> </ul>	3		
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0			<ul style="list-style-type: none"> <li>uses repetitive vocabulary and grammar with frequent errors</li> </ul>	2		
				<ul style="list-style-type: none"> <li>uses isolated words and phrases</li> </ul>	1		
				<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0		



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