

Spanish marking guide and response

External assessment 2022

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 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

Section 1: Short response in English

Q	Sample response	The response:
1	<p>The tone used to describe the Spanish language is one of optimism and positivity. This is evident throughout the stimulus. For example, in the first paragraph the article uses percentages to show the increase in scientific studies being conducted in Spanish. The article also employs many superlatives, e.g. 'the best'.</p>	<ul style="list-style-type: none">• states an appropriate tone [1 mark]• provides an example from the stimulus to justify this statement [1 mark]• provides a second example from the stimulus to justify this statement [1 mark]
2	<p>Spanish language skills are an advantage in a career in environmental science. Not only because South American countries have varied ecosystems, which means it is a good place for the environmental sciences but also because South American experts contribute greatly to this field with a high proportion of research papers written in Spanish.</p> <p>Opportunities for Spanish speakers to have work experience on the Galapagos Islands are increasing. Annabelle comments she is able to access experiences with Spanish that would not be options for her if she hadn't studied it. The opportunities for work experience are broader with Spanish language skills.</p>	<ul style="list-style-type: none">• identifies the area of advantage [1 mark]• provides an example from the stimulus to justify the response [1 mark]• provides a second example from the stimulus to justify the response [1 mark]• provides a third example from the stimulus to justify the response [1 mark]• provides a fourth example from the stimulus to justify the response [1 mark]

Q	Sample response	The response:
3	<p>The writer in Stimulus 2 wants to encourage students to do something after graduating that is of benefit to the environment. She suggests young people should find a job that inspires them to gain in-depth knowledge of the world, create awareness of our effect on nature and promote sustainability so we can educate others to conserve and take care of nature.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about the writer's motivation [1 mark] • provides an example from the stimulus to justify the conclusion [1 mark] • provides a second example from the stimulus to justify the conclusion [1 mark] • provides a third example from the stimulus to justify the conclusion [1 mark] • provides a fourth example from the stimulus to justify the conclusion [1 mark]
4	<p>This blog specifically targets graduating students. We know this because the writer makes specific references to them throughout the text. For example, she tells the reader how she found her own independence by travelling to Cuzco after finishing her own studies. She also refers to the reader and herself as 'young people' and then further to the reader as a graduate. She finally concludes by telling the reader that she hopes they find a job that satisfies them like she has.</p>	<ul style="list-style-type: none"> • identifies a valid audience [1 mark] • provides an example from the stimulus to justify the response [1 mark] • provides a second example from the stimulus to justify the response [1 mark] • provides a third example from the stimulus to justify the response [1 mark] • provides a fourth example from the stimulus to justify the response [1 mark]

Section 2: Short response in Spanish

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
5	<p>Ana tiene que acudir las audiciones el sábado 7 de febrero a las 8 de la mañana. Tiene que llegar temprano y hacer cola. También necesita llevar su currículum con una foto de tamaño de carta. Finalmente, presentará un monólogo en español.</p>	<ul style="list-style-type: none"> • states the first step [1 mark] • states the second step [1 mark] • states the third step [1 mark] • states the fourth step [1 mark] • states the fifth step [1 mark] 	• 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	Primero, Ana le avisa a Miguel que acepta su oferta de alojamiento. Ana le avisa a Miguel la hora que llega su vuelo. Segundo, Ana le pide a Miguel ayuda con su pronunciación en español. Le dice que necesita preparar un monólogo en español durante su audición.	<ul style="list-style-type: none"> states the two contexts [1 mark] provides one example from the stimulus to justify the statement [1 mark] provides a second example from the stimulus to justify the statement [1 mark] 	<ul style="list-style-type: none"> conveys meaning relevant to the question with few errors 	4
			<ul style="list-style-type: none"> conveys meaning relevant to the question with some errors 	3
			<ul style="list-style-type: none"> conveys meaning relevant to the question using some words and isolated phrases 	2
			<ul style="list-style-type: none"> conveys fragmented meaning 	1
			<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Section 3: Extended response in Spanish — Question 7

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> addresses and elaborates on all of the following <ul style="list-style-type: none"> development of a backstory prior to the image shown development of a projection into the future beyond the image shown possibilities in the future 	6	<ul style="list-style-type: none"> develops an astute response relevant to the task proficiently communicates through <ul style="list-style-type: none"> selection of ideas logical sequencing of ideas synthesis of ideas 	5	<ul style="list-style-type: none"> uses a wide range of vocabulary purposefully and with a high level of accuracy uses a wide range of grammar purposefully and with a high level of accuracy uses a wide range of tenses purposefully and with a high level of accuracy uses consistent register for context 	8	<ul style="list-style-type: none"> uses all of the following <ul style="list-style-type: none"> title orientation (character and setting development) rising action (events leading to a problem/climax) resolution 	2
<ul style="list-style-type: none"> addresses all of the following <ul style="list-style-type: none"> development of a backstory prior to the image shown development of a projection into the future beyond the image shown possibilities in the future possibilities in the future elaborates on 2 of these 	5	<ul style="list-style-type: none"> develops an effective response relevant to the task communicates through <ul style="list-style-type: none"> selection of ideas sequencing of ideas synthesis of ideas 	4	<ul style="list-style-type: none"> uses a wide range of vocabulary purposefully with few errors uses a wide range of grammar purposefully with few errors uses a wide range of tenses purposefully with few errors uses consistent register for context 	7	<ul style="list-style-type: none"> uses at least 2 of the following <ul style="list-style-type: none"> title orientation (character and setting development) rising action (events leading to a problem/climax) resolution 	1
<ul style="list-style-type: none"> addresses and elaborates on 2 of the following <ul style="list-style-type: none"> development of a backstory prior to the image shown development of a projection into the future beyond the image shown possibilities in the future 	4	<ul style="list-style-type: none"> develops some parts of the response relevant to the task communicates through <ul style="list-style-type: none"> selection of ideas sequencing of ideas 	3	<ul style="list-style-type: none"> uses a wide range of vocabulary with some errors uses a wide range of grammar with some errors uses a wide range of tenses with some errors uses consistent register for context 	6	<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> addresses 2 of the following <ul style="list-style-type: none"> development of a backstory prior to the image shown development of a projection into the future beyond the image shown possibilities in the future elaborates on 1 of these 	3	<ul style="list-style-type: none"> demonstrates some relevance to the task through <ul style="list-style-type: none"> selection of ideas sequencing of ideas 	2	<ul style="list-style-type: none"> uses a range of vocabulary with some errors uses a range of grammar with some errors attempts to use a range of tenses mostly uses consistent register for context 	5		
<ul style="list-style-type: none"> addresses and elaborates on 1 of the following <ul style="list-style-type: none"> development of a backstory prior to the image shown development of a projection into the future beyond the image shown possibilities in the future 	2	<ul style="list-style-type: none"> attempts to convey relevance to the task 	1	<ul style="list-style-type: none"> uses a range of vocabulary and grammar with errors 	4		
		<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0	<ul style="list-style-type: none"> uses cohesive, simple sentences with frequent errors 	3		
<ul style="list-style-type: none"> uses words and/or phrases relevant to the task 	1			<ul style="list-style-type: none"> uses fragmented sentences with frequent errors 	2		
<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0			<ul style="list-style-type: none"> uses isolated words and phrases with accuracy 	1		
				<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English 	0		



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