

# Spanish marking guide and response

External assessment 2024

## Combination response (53 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 Spanish

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
1	La audiencia de este mensaje de voz es la persona que hace las reservas para el restaurante. Esto se escucha cuando la chica dice que tiene una reserva para la cena de su graduación y que la reserva está a su nombre.	<ul style="list-style-type: none"> <li>identifies a valid intended audience <b>[1 mark]</b></li> <li>provides a relevant example to justify the response <b>[1 mark]</b></li> <li>provides a second relevant example to justify the response <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
2	Juliana quiere cambiar su reserva y deja un mensaje en el buzón de voz del restaurante, explicándoles los cambios que desea. Primero, quiere cambiar el horario de la cena. Además, desea sentarse en el jardín y añadir una silla de niños para su prima que acaba de cumplir un año.	<ul style="list-style-type: none"> <li>identifies a valid purpose <b>[1 mark]</b></li> <li>provides a relevant example to justify the response <b>[1 mark]</b></li> <li>provides a second relevant example to justify the response <b>[1 mark]</b></li> <li>provides a third relevant example to justify the response <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

## Section 2: Short response in English

Q	Sample response	The response:
3	The context of stimulus 2 is the supposed origins of 'la siesta' described through the legend of Félix. It is suggested that its origins began when a worker in the countryside in the south of Spain decided that he should escape the heat in the middle of the day by taking a break from work to rest in the shade. The text explains that the weather is sunny almost all year in the south of the Iberian Peninsula. For this reason, Félix needed to hide away from the sun in the 'hottest hours of the day'. He would be found 'asleep in the shade and return with more energy'.	<ul style="list-style-type: none"> <li>identifies a valid context <b>[1 mark]</b></li> <li>provides a relevant example to justify the response <b>[1 mark]</b></li> <li>provides a second relevant example to justify the response <b>[1 mark]</b></li> <li>provides a third relevant example to justify the response <b>[1 mark]</b></li> </ul>
4	The Spanish siesta could support students by supporting their studies with rest and rejuvenation. This then allows the author to feel more rested and more prepared for success in school. The author's perspective about its usefulness to students can be seen through their short story about Félix: he would return to work with more energy after sleeping in the shade, he used rest to protect himself from long and hard days working (or studying), and he understood that tiredness robs us of productivity and the desire to have fun, but a quick rest can turn that all around.	<ul style="list-style-type: none"> <li>draws a valid conclusion about how the custom could support students <b>[1 mark]</b></li> <li>provides a relevant example to justify the conclusion <b>[1 mark]</b></li> <li>provides a second relevant example to justify the conclusion <b>[1 mark]</b></li> <li>provides a third relevant example to justify the conclusion <b>[1 mark]</b></li> </ul>
5	The author is optimistic about the Spanish language. He describes the growth of Spanish as 'booming' and uses numbers and percentages to reinforce his optimism, such as 'more than 95 million people speak it currently'. He also uses superlatives throughout the text, such as 'more than' and 'most spoken'. Such usage creates a positive effect on how the reader is to perceive the future of the language. The author also uses qualifiers that position the future of the language as hopeful, for example, 'valuable'.	<ul style="list-style-type: none"> <li>identifies a valid tone <b>[1 mark]</b></li> <li>provides a relevant example of a language choice to justify the response <b>[1 mark]</b></li> <li>provides a second relevant example of a language choice to justify the response <b>[1 mark]</b></li> <li>provides a third relevant example of a language choice to justify the response <b>[1 mark]</b></li> </ul>
6	Spanish is clearly defined as the language of the century by the author. Spanish has grown in its use internationally in many areas. He states that it is already the second most widely spoken language after English. He refers to studies from the Cervantes Institute, which has found that Spanish as a native tongue is on the rise when compared to English. Furthermore, the author implies that Spanish could potentially unseat English in the future.  Finally, the author informs the reader that there is great potential for the growth of Spanish and its potential positioning as the number one language in the world.	<ul style="list-style-type: none"> <li>draws a valid conclusion about why the author believes Spanish is the language of the century <b>[1 mark]</b></li> <li>provides a relevant example to justify the conclusion <b>[1 mark]</b></li> <li>provides a second relevant example to justify the conclusion <b>[1 mark]</b></li> <li>provides a third relevant example to justify the conclusion <b>[1 mark]</b></li> <li>provides a fourth relevant example to justify the conclusion <b>[1 mark]</b></li> </ul>

### 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"> <li>addresses and elaborates on all of the following               <ul style="list-style-type: none"> <li>– thanking the cook for their work and the variety of food</li> <li>– suggesting better activities for young people</li> <li>– enquiring about their lost phone</li> </ul> </li> </ul>	6	<ul style="list-style-type: none"> <li>develops an astute response 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 and with a high level of accuracy</li> <li>uses a wide range of grammar purposefully and with a high level of accuracy</li> <li>uses a wide range of tenses purposefully and with a high level of accuracy</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>– formal opening</li> <li>– formal closure</li> </ul> </li> </ul>	2
<ul style="list-style-type: none"> <li>addresses all of the following               <ul style="list-style-type: none"> <li>– thanking the cook for their work and the variety of food</li> <li>– suggesting better activities for young people</li> <li>– enquiring about their lost phone</li> </ul> </li> <li>elaborates on two of these</li> </ul>	5	<ul style="list-style-type: none"> <li>develops an effective response 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 purposefully with few errors</li> <li>uses a wide range of grammar purposefully with few errors</li> <li>uses a wide range of tenses purposefully with few errors</li> <li>uses consistent register for context</li> </ul>	7	<ul style="list-style-type: none"> <li>uses at least one of the following               <ul style="list-style-type: none"> <li>– formal opening</li> <li>– formal closure</li> </ul> </li> </ul>	1
<ul style="list-style-type: none"> <li>addresses and elaborates on two of the following               <ul style="list-style-type: none"> <li>– thanking the cook for their work and the variety of food</li> <li>– suggesting better activities for young people</li> <li>– enquiring about their lost phone</li> </ul> </li> </ul>	4	<ul style="list-style-type: none"> <li>develops some parts of the response 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 some errors</li> <li>uses a wide range of grammar with some errors</li> <li>uses a wide range of tenses with some 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

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"> <li>addresses two of the following               <ul style="list-style-type: none"> <li>thanking the cook for their work and the variety of food</li> <li>suggesting better activities for young people</li> <li>enquiring about their lost phone</li> </ul> </li> <li>elaborates on one of these</li> </ul>	3	<ul style="list-style-type: none"> <li>demonstrates some relevance 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 some errors</li> <li>uses a range of grammar with some errors</li> <li>attempts to use a range of tenses</li> <li>mostly uses consistent register for context</li> </ul>	5		
<ul style="list-style-type: none"> <li>addresses and elaborates on one of the following               <ul style="list-style-type: none"> <li>thanking the cook for their work and the variety of food</li> <li>suggesting better activities for young people</li> <li>enquiring about their lost phone</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>attempts to convey relevance to the task</li> </ul>	1	<ul style="list-style-type: none"> <li>uses a range of vocabulary and grammar with errors</li> </ul>	4		
				<ul style="list-style-type: none"> <li>uses simple sentences with frequent errors</li> </ul>	3		
<ul style="list-style-type: none"> <li>uses words and/or phrases relevant to the task</li> </ul>	1	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p><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 fragmented sentences with frequent errors</li> </ul>	2		
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p><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 isolated words and phrases with accuracy</li> </ul>	1		
				<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0		



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