

# Spanish marking guide and response

External assessment 2025

## Combination response (52 marks)

### 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 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.

# Marking guide

## Section 1: Short response in Spanish

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
1	El contexto de estímulo 1 es un discurso en una celebración del cumpleaños de cincuenta años de un padre que da su hijo. Esto es evidente cuando el hablante da la bienvenida a la gente que está allí en esta ocasión especial y pide un aplauso para su padre. También le da las gracias y le desea felicidad en su cumpleaños.	<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> </ul>	<ul style="list-style-type: none"> <li>conveys meaning relevant to the question with few errors</li> </ul>	4
			<ul style="list-style-type: none"> <li>conveys meaning relevant to the question with some errors</li> </ul>	3
			<ul style="list-style-type: none"> <li>conveys meaning relevant to the question using some words and isolated phrases</li> </ul>	2
			<ul style="list-style-type: none"> <li>conveys fragmented meaning</li> </ul>	1
			<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
2	El tono del hombre en estímulo 2 es agradecido, esto es evidente cuando enumera todo lo que su padre le ha dado en la vida, desde inspiración hasta viajes solidarios. Su opinión sobre su padre es que ha sido una influencia positiva en su desarrollo personal y dice que es debido a él. Muestra esto cuando refiere a su memorable viaje a Bolivia donde ayudó a la gente y disfrutó de las experiencias únicas de Bolivia como dar talleres de arte, trabajar con niños y animales. Expresa su aprecio por la experiencia tan hermosa que tuvo.	<ul style="list-style-type: none"> <li>• provides a valid conclusion about how the speaker's tone reveals an opinion on the topic <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> </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	<p>The audience is school leavers seeking guidance on an online forum about post-school options (the writer provides advice and anecdotes remotely). The writer acknowledges that students are probably pondering their futures by asking themselves what they should do (e.g. work, travel) and in what order, citing examples of their own, such as deferred study and saving gardening money to travel. The writer reminds readers that the moment to decide future pathways arrives as soon as school assessment is finished, because it is then that readers need to start their own adventure of embracing life and all that life offers.</p>	<ul style="list-style-type: none"><li>• identifies a valid 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>

Q	Sample response	The response:
4	<p>One perspective is that embracing change is beneficial. The writer talks confidently about changing their plans — working and travelling to Mexico instead of going straight to university after school. The writer uses a rhetorical question to challenge readers to stop waiting for change and to ‘start out on your next adventure’.</p> <p>Another perspective is that Year 12 students should pursue learning after school. The writer encourages this by promoting university courses/other study. They also encourage learning in everyday ways, e.g. personal challenges such as dance classes and volleyball, which are enjoyable, despite not being careers.</p>	<ul style="list-style-type: none"> <li>• identifies a valid perspective <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> <ul style="list-style-type: none"> <li>• identifies another valid perspective <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>

Q	Sample response	The response:
5	<p>The purpose of the webpage is to encourage people to use Redacted Spain to find employment opportunities in Spain. The writer claims that Redacted Spain is a great way to receive logistical support (e.g. medical insurance) to overcome issues such as a lack of work experience. The writer also highlights that Redacted Spain serves as a quality guide to help readers look for work and to provide details about the types of jobs available. Redacted Spain is promoted as being more than capable of bringing people's dreams to life when they sign up to their network.</p>	<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>

Q	Sample response	The response:
6	<p>The writer describes Spain as an appealing destination. The writer refers to places such as 'picturesque cities surrounded by ocean' that sound like beautiful places to visit. They state that Spain is one of the most visited countries in Europe. The writer also uses lots of positive phrases/adjectives to make Spain sound interesting, e.g. 'Dynamic cities' and calling Spain 'the best country in the world'.</p>	<ul style="list-style-type: none"> <li>• provides a valid conclusion about how Spain is described as a destination <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>

### 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>their feelings about learning Spanish and whether they have changed or remained the same</li> <li>describing an experience specifically related to learning Spanish</li> <li>their hopes and/or aspirations about how they will use Spanish after they leave school</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>a greeting</li> <li>a sign-off.</li> </ul> </li> </ul>	2
<ul style="list-style-type: none"> <li>addresses all of the following               <ul style="list-style-type: none"> <li>their feelings about learning Spanish and whether they have changed or remained the same</li> <li>describing an experience specifically related to learning Spanish</li> <li>their hopes and/or aspirations about how they will use Spanish after they leave school</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>a greeting</li> <li>a sign-off.</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>their feelings about learning Spanish and whether they have changed or remained the same</li> <li>describing an experience specifically related to learning Spanish</li> <li>their hopes and/or aspirations about how they will use Spanish after they leave school</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>their feelings about learning Spanish and whether they have changed or remained the same</li> <li>describing an experience specifically related to learning Spanish</li> <li>their hopes and/or aspirations about how they will use Spanish after they leave school</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>their feelings about learning Spanish and whether they have changed or remained the same</li> <li>describing an experience specifically related to learning Spanish</li> <li>their hopes and/or aspirations about how they will use Spanish after they leave school.</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 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 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 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 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 style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0		

# Sample response

<p><b>Information</b> addresses and elaborates on all of the following:</p> <ul style="list-style-type: none"> <li>• their feelings about learning Spanish and whether they have changed or remained the same</li> <li>• describing an experience specifically related to learning Spanish</li> <li>• their hopes and/or aspirations on how they will use Spanish after leaving school</li> </ul> <p><b>Language elements</b> 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</p>	<p><b>Question 7</b></p> <p>¡Hola, Profe!</p> <p>¿Cómo está? Le escribo para decirle lo agradecido que estoy por todo su tiempo y entusiasmo durante nuestras clases de Español.</p> <p>Yo sé que, a veces, durante las lecciones no participaba mucho porque no entendía aún el valor de aprender español, por eso quería escribirle para agradecerle todo lo que me ha enseñado.</p> <p>Aprender esta lengua me ha dado muchas ventajas en estos últimos años. El año pasado fui a la 'Latin American Fiesta' y pude unirme a los bailes y cantar en español. También me hice amigo del DJ. Saber español me está permitiendo hacer amigos de otros países y eso me gusta mucho. De hecho, paso mucho tiempo con mis nuevos amigos españoles y latinos. A veces nos juntamos a comer algo tradicional y a mirar películas en español. La última vez, sin embargo, la película no tenía subtítulos, pero por suerte, ¡pude entender todo y no me perdí nada! ¡Menos mal!</p> <p>Últimamente, he notado que hay mucha gente que habla español en Australia, por eso me gusta caminar por la ciudad o por el centro comercial y escuchar los diferentes acentos. Es fantástico poder entender lo que la gente dice, especialmente cuando están bromeando.</p> <p>También hay un nuevo restaurante español en la ciudad, y escuché que estaban buscando personal que hablara la lengua, entonces me presenté y ¡me dieron el trabajo! ¡Gracias al español! Mi mamá está muy orgullosa y yo también porque puse mucho esfuerzo en mis estudios de español y los resultados están a la vista.</p> <p>Definitivamente continuaré con mis estudios de español. De hecho, me gustaría inscribirme en un curso en la universidad el año próximo y espero que eso abra nuevos horizontes para mí. Me imagino que se contentará, ¿no? Aunque yo era muy tímido y me costaba hablar en español cuando era más chico, he aceptado el desafío y estoy disfrutándolo.</p> <p>Gracias por enseñarme Español porque ha enriquecido mi vida.</p> <p>Jacob</p>	<p><b>Textual conventions</b> uses all of the following:</p> <ul style="list-style-type: none"> <li>• a greeting</li> <li>• sign-off</li> </ul> <p><b>Meaning</b> develops an astute response relevant to the task proficiently communicates through</p> <ul style="list-style-type: none"> <li>• selection of ideas</li> <li>• logical sequencing of ideas</li> <li>• synthesis of ideas</li> </ul>
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