



Spanish 2025 v1.2

IA2: Sample assessment instrument

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name	sample only
Student number	sample only
Teacher	sample only
Exam date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Creating an extended response in Spanish — Responding and creating	3	
Creating an extended response in Spanish — Responding (language elements) in Spanish	6	
Creating an extended response in Spanish — Responding (communication)	6	
Exchanging information and ideas in Spanish — Language elements	5	
Exchanging information and ideas in Spanish — Communication	5	
Overall	25	

Conditions

Technique	Examination — extended response
Unit	Unit 3: Nuestra sociedad; cultura e identidad — Our society; culture and identity
Topic/s	Topic 2: the arts, entertainment and sports and/or Topic 3: Groups in society
Time	Written extended response: 80 minutes + 10 minutes planning time Spoken extended response: 7 minutes + 10 minutes planning time
Seen / Unseen	Written extended response: 1 unseen question/task with three different focuses Spoken extended response: Unseen visual or a short written stimulus text and unseen open-ended questions
Other	Dictionaries are not to be used in this examination. Written extended response must be handwritten. Use the unseen stimulus text and planning time notes for the spoken extended response.

Instructions

Written extended response

- Respond to 1 question/task in **Spanish**.
- Draw on personal perspectives and write your answer using black or blue pen.
- Respond in full sentences to a question/task and text type.
- Answer the question/task on the lined pages provided.

Spoken extended response

- Respond to the unseen stimulus text in **Spanish**.
- Respond to unseen, open-ended questions posed during the conversation.
- Participate in a one-to-one, student-centred conversation about the stimulus text and Unit 3 Topic 2 and/or Topic 3 subject matter.

Task

Written extended response

Write a feature article for a youth website about a Spanish-speaker entertainment icon. In your article must address the following:

- sus logros y desafíos
- su papel como representante de los jóvenes
- su influencia continua en la sociedad y la cultura popular papel como representante de los jóvenes.

This image shows a full page of white paper with horizontal dotted lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a full page of white paper with horizontal dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and run across the entire width of the page. There are no margins, text, or other markings present.

Spoken extended response: Sample teacher questions

Question 1

¿Qué elementos del estímulo muestran cómo los jóvenes construyen su identidad de grupo?

Question 2

¿Con qué tipo de grupos sociales te sientes más identificado/a y por qué?

Question 3

En tu vida, ¿te sientes más influenciado/a por parte de artistas o de deportistas? ¿Sientes influencia por parte de alguna personalidad hispanohablante? ¿De quién y por qué?

Question 4

¿De qué manera crees que cambian las formas de conectarse de los jóvenes cuando viajan o viven en otras culturas?

Question 5

¿Qué papel piensas que juegan hoy en día las redes sociales en la creación de comunidades juveniles?

Instrument-specific marking guide (IA2): Examination — extended response (25%)

Creating an extended response in Spanish — Responding and creating	Marks
The student response has the following characteristics:	
• addresses the three different focuses related to the subject matter in Spanish	3
• addresses two of the different focuses related to the subject matter in Spanish	2
• addresses one of the different focuses related to the subject matter in Spanish.	1
The student response does not match any of the descriptors above.	0

Creating an extended response in Spanish — Responding (language elements) in Spanish	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> constructs meaning by applying comprehensive and complex knowledge of language elements with minor errors in the use of <ul style="list-style-type: none"> wide range of vocabulary wide range of grammar punctuation consistent register spelling 	6
<ul style="list-style-type: none"> constructs meaning by applying comprehensive knowledge of language elements with minor errors in the use of <ul style="list-style-type: none"> wide range of vocabulary wide range of grammar punctuation register spelling 	5
<ul style="list-style-type: none"> constructs meaning by applying knowledge of language elements with minor errors in the use of <ul style="list-style-type: none"> range of vocabulary range of grammar punctuation register spelling 	4
<ul style="list-style-type: none"> constructs meaning by applying some knowledge of language elements with some errors in use of <ul style="list-style-type: none"> vocabulary grammar punctuation register spelling 	3

Creating an extended response in Spanish — Responding (language elements) in Spanish	Marks
• repetitive use of Spanish language elements and vocabulary	2
• fragmented use of Spanish.	1
The student response does not match any of the descriptors above.	0

Creating an extended response in Spanish — Responding (communication)	Marks
The student response has the following characteristics:	
• communicates with discerning selection, sequencing and synthesis of information to justify conclusions, ideas and perspectives appropriate to the task and text type	6
• communicates with effective selection, sequencing and synthesis of information to justify conclusions, ideas and perspectives appropriate to the task and text type	5
• communicates with selection, sequencing and synthesis of information to justify conclusions, ideas and perspectives appropriate to the task and text type	4
• communicates with some selection and sequencing of information with some justification of conclusions/ideas/perspectives appropriate to the task	3
• a written response with some selection and sequencing of information/ideas	2
• disjointed use of Spanish.	1
The student response does not match any of the descriptors above.	0

Exchanging information and ideas in Spanish — Language elements	Marks
The student response has the following characteristics:	
• constructs meaning in response to stimulus by applying comprehensive knowledge of language elements in a conversation with minor errors in the use of <ul style="list-style-type: none"> – wide range of vocabulary – wide range of grammar – pronunciation – consistent register – intonation 	5
• constructs meaning in response to stimulus by applying knowledge of language elements in a conversation with minor errors in the use of <ul style="list-style-type: none"> – range of vocabulary – range of grammar – pronunciation – register – intonation 	4
• constructs meaning in response to stimulus by applying some knowledge of language elements with some errors in a conversation in the use of <ul style="list-style-type: none"> – vocabulary 	3

Exchanging information and ideas in Spanish — Language elements	Marks
<ul style="list-style-type: none"> – grammar – pronunciation – register – intonation 	
<ul style="list-style-type: none"> • uses some Spanish language in a conversation, including repetitive use of <ul style="list-style-type: none"> – vocabulary – grammar 	2
<ul style="list-style-type: none"> • fragmented use of Spanish in a conversation 	1
The student response does not match any of the descriptors above.	0

Exchanging information and ideas in Spanish — Communication	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • demonstrates discerning selection and sequencing of ideas in an unprepared conversation with proficiency and spontaneity 	5
<ul style="list-style-type: none"> • demonstrates effective selection and sequencing of ideas in an unprepared conversation with proficiency and spontaneity 	4
<ul style="list-style-type: none"> • demonstrates selection and sequencing of ideas in an unprepared conversation with some proficiency 	3
<ul style="list-style-type: none"> • demonstrates fragmented selection and sequencing of ideas, or delivers a rehearsed set of responses 	2
<ul style="list-style-type: none"> • disjointed use of Spanish 	1
The student response does not match any of the descriptors above.	0

Stimulus

Spoken extended response

Es impactante cómo figuras hispanas del cine, la música y el deporte han dejado huella en la cultura popular. No solo entretienen, sino conectan con los jóvenes, expresando sueños, emociones y desafíos. Con las series, canciones y deportes que eligen los jóvenes, y lo que comparten en las redes sociales, van construyendo su identidad, compartiendo experiencias y sintiéndose parte de algo más grande. Estas figuras son, así, un puente entre las raíces culturales y el mundo actual.

(77 words)



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