



Spanish 2025 v1.2

IA3: 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
Issued	sample only
Due date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Creating a multimodal presentation in Spanish — Multimodal presentation	3	
Creating a multimodal presentation in Spanish — Responding (language elements)	6	
Creating a multimodal presentation in Spanish — Responding (communication)	6	
Exchanging information and ideas in Spanish — Creating and responding	5	
Exchanging information and ideas in Spanish — Language elements	5	
Exchanging information and ideas in Spanish — Communication	5	
Overall	30	

Conditions

Technique	Multimodal presentation and interview
Unit	Unit 4: Mi presente, mi futuro — My present; my future
Topic/s	Topic 1: The present and/or Topic 2: Future choices
Duration	5 weeks (in-class and out-of-class time)
Mode/length	Multimodal presentation in Spanish: up to 7minutes Interview in Spanish: up to 7 minutes (unprepared) Dictionaries not permitted in the interview component of this task.
Individual/group	Individual
Other	Multimodal presentation may be delivered live or be pre-recorded. Interview may be assessed at a separate time to the multimodal presentation.

Context

In this unit, you have focused on the topics of the present and future choices. You will respond to three teacher-provided stimulus texts, one of which has been explored in class. The other two are unseen that you will work on individually.

Task

Create a multimodal presentation that explores the impact of youth activism and personal experiences on shaping future educational and career goals. Use the provided texts and audio to show different viewpoints, including your own.

Synthesise the ideas in Stimulus 1, 2, and 3 to develop a multimodal presentation in Spanish up to 7 minutes. You will identify different perspectives including your personal perspective in response to the following question:

How can young people's involvement in social and environmental projects influence their growth as global citizens and their future paths?

Your presentation is to be submitted as a video file containing both audio and visual components.

To complete this task, you must:

- develop an understanding of the information, ideas, opinions and experiences in the stimulus texts
- demonstrate your own perspectives using evidence from all three stimulus texts
- draw your own personal conclusions
- construct a structured, sequenced and synthesised multimodal presentation
- justify your response using relevant information from all three stimulus texts.

Checkpoints

- ☐ Term 2 Week 1: Negotiate with your teacher about perspective and content before developing response and/or conducting supplementary research.
- ☐ Term 2 Week 3: Develop a draft for feedback. Your teacher will provide advice but not corrections.
- ☐ Week 5: Submit a final copy of your multimodal on or before the due date.

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will observe you completing work in class.
- You will produce sections of the final response under supervised conditions.
- Your teacher will collect copies of your response and monitor at key junctures.
- Your teacher will collect and annotate a draft.
- You must acknowledge all sources.
- You must submit a declaration of authenticity.

- You will produce summaries during your response preparation.
- Your teacher will conduct interviews or consultations as you develop the response.
- Your teacher will conduct interviews after submission to clarify or explore aspects of your response.
- Your teacher will compare the responses of students who have worked together in groups.
- Your teacher will ensure class cross-marking occurs.
- When working as part of a group, your individual response is assessed by your individual performance in the assessment technique/task.
- You will each produce a unique response by identifying how this is achieved, e.g. selecting personal perspectives using information and ideas from the teacher provided stimulus texts.
- You will use plagiarism-detection software to submit your response.
- You will provide documentation of your progress at the third week after receiving the assessment task.

Scaffolding

- Use a range of resources including the Unit 4 Language Elements List and class notes to prepare for your multimodal presentation.
- Use teacher provided stimulus texts to plan and choose your personal perspectives.
- Find the evidence in the stimulus texts that supports and/or doesn't support your perspective/s relevant to the context, task and text type for the multimodal presentation
- Draft/plan how to link the information together by structuring your information and insights in an organised way
- Submit draft for feedback.
- Be familiar with your technology and allow plenty of time to check all is working.
- Practise prior to presenting. You might choose to deliver your multimodal presentation live or pre-record your multimodal presentation.

Instrument-specific marking guide (IA3): Multimodal presentation and response (30%)

Creating a multimodal presentation in Spanish — Multimodal presentation	Marks
The student response has the following characteristics:	
comprehension of ideas in three stimulus texts in Spanish related to the present and/or future choices	3
comprehension of ideas in two stimulus texts in Spanish related to the present and/or future choices	2
some comprehension of ideas in one stimulus text in Spanish related to the present and/or future choices.	1
The student response does not match any of the descriptors above.	0

Creating a multimodal presentation in Spanish — Responding (language elements)	Marks
The student response has the following characteristics:	
- constructs meaning by applying comprehensive and complex knowledge of language elements in a multimodal presentation with minor errors in the use of - wide range of vocabulary - wide range of grammar - pronunciation - consistent register - intonation	6
- constructs meaning by applying comprehensive knowledge of language elements in a multimodal presentation with minor errors in the use of - wide range of vocabulary - wide range of grammar - pronunciation - register - intonation	5
- constructs meaning by applying knowledge of language elements in a multimodal presentation with minor errors in the use of - range of vocabulary - range of grammar - pronunciation - register - intonation	4
- constructs meaning by applying some knowledge of language elements with some errors in a multimodal presentation in the use of - vocabulary - grammar - pronunciation - register - intonation	3

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

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

Exchanging information and ideas in Spanish — Creating and responding	Marks
The student response has the following characteristics:	
• thorough and discerning responses to the open, unseen interview questions	5
• thorough responses to the open, unseen interview questions	4
• relevant responses to the open, unseen interview questions, with some errors	3
• mostly relevant responses to the open, unseen interview questions, with errors	2
• fragmented engagement with the questions posed.	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 an interview by applying comprehensive knowledge of language elements with minor errors in the use of – wide range of vocabulary – wide range of grammar – pronunciation – consistent register – intonation	5
• constructs meaning in an interview by applying knowledge of language elements with minor errors in the use of – range of vocabulary – range of grammar – pronunciation – register – intonation	4
• constructs meaning in an interview by applying some knowledge of language elements with some errors in the use of – vocabulary – grammar – pronunciation – register – intonation	3
• uses some Spanish language in an interview, including repetitive use of – vocabulary – grammar	2
• fragmented use of Spanish in an interview.	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:	
• demonstrates discerning selection and sequencing of ideas in an interview with proficiency and spontaneity	5
• demonstrates effective selection and sequencing of ideas in an interview with proficiency and spontaneity	4
• demonstrates selection and sequencing of ideas in an interview with some proficiency	3
• demonstrates fragmented selection and sequencing of ideas in an interview, or delivers a set of rehearsed responses	2
• disjointed use of Spanish.	1
The student response does not match any of the descriptors above.	0

Stimulus

Three stimulus texts of differing text types and modes are attached.

- Stimulus 1 — the film *Diarios de motocicleta* studied in class
- Stimulus 2 — an unseen written text
- Stimulus 3 — an audio text

Stimulus 1: In class stimulus

Film: *Diarios de motocicleta* (2004)

A story based on Ernesto ‘Che’ Guevara’s diary entries follows two friends as they travel on a motorcycle, witnessing the social injustices and diverse landscapes of the continent. This experience profoundly shapes Guevara’s later revolutionary ideals.

Stimulus 2: Written text

Raíces, Tecnología y Sostenibilidad: Voces Jóvenes para un Mundo Mejor

En un mundo que cambia rápidamente, muchos jóvenes están tomando las riendas para construir un futuro más justo y sostenible. Ana, una estudiante de 17 años de Ciudad de México, sueña con ser científica ambiental. Ella cuenta con convicción:

“Para mí, ser ciudadana global significa cuidar no solo de mi comunidad, sino de todo el planeta. Quiero investigar cómo reducir la contaminación en ciudades grandes como la mía y ayudar a que las futuras generaciones respiren un aire más limpio y menos contaminado.”

Por otro lado, Javier, un joven colombiano de 19 años, está desarrollando una aplicación que conecta a jóvenes activistas de distintos países. Su objetivo es facilitar la organización de campañas y el intercambio de ideas para causas sociales innovadoras.

“La tecnología puede ser una herramienta poderosa para el cambio”, explica Javier. *“Mi aplicación permitirá que jóvenes de todo el mundo se unan, compartan recursos y se apoyen mutuamente, sin importar la distancia.”* A pesar de su intenso trabajo, Javier dedica tiempo a mantenerse conectado a diario con su familia y amigos mediante videollamadas y redes sociales, algo que considera esencial para su salud mental y bienestar.

En Brisbane, Lucía, una aprendiz de carpintería de 18 años, nos comparte una historia muy especial: su madre es peruana y su padre australiano. Este año planea tomarse un año sabático para descubrir sus raíces latinas visitando Perú y conectar con su familia y cultura.

“Para mí es fundamental entender quién soy y saber de dónde vengo”, reflexiona Lucía. *“Quiero aprender acerca de mi cultura peruana y, al mismo tiempo, integrarme en un mundo globalizado. Mantener mis raíces me ayudará a ser una mejor ciudadana internacional y a respetar las culturas de los demás.”*

Estas historias nos muestran que ser ciudadano global va más allá de viajar o estudiar en otro país. Implica tener valores firmes: cuidar el planeta, aprovechar la tecnología para conectar y apoyar a otros, y respetar la diversidad cultural. También significa mantener relaciones personales profundas con quienes queremos, sin importar la distancia física.

Ana, Javier y Lucía nos enseñan que, en este mundo interconectado, nuestras acciones y conexiones pueden crear un futuro más unido, justo y esperanzador para todos.

Stimulus 3: Audio text

Entrevista con Valeria, joven activista ambiental mexicana

Entrevistador:

Hoy en Jóvenes que inspiran, hablamos con Valeria Gómez, una joven de 21 años de Monterrey, México, que lidera una iniciativa para limpiar los ríos contaminados de su ciudad. Su proyecto, llamado “Ríos Vivos”, está creciendo rápidamente y conectando a jóvenes de distintas partes del mundo. ¡Bienvenida, Valeria!

Valeria:

¡Hola! Muchas gracias por invitarme. Estoy muy emocionada de poder compartir mi historia con ustedes.

Entrevistador:

Cuéntanos, ¿cómo nació “Ríos Vivos”?

Valeria:

Todo comenzó hace dos años cuando noté que el río que pasa cerca de mi barrio estaba completamente cubierto de basura. Era triste ver a los niños jugar cerca del agua sucia. Así que reuní a algunos amigos, hablamos con los vecinos, e hicimos nuestra primera jornada de limpieza. Poco a poco, la gente empezó a unirse y hoy somos más de 200 voluntarios activos.

Entrevistador:

¿Incluyen también actividades culturales?

Valeria:

¡Claro! Organizamos ferias ecológicas donde combinamos la limpieza del río con música local, talleres de reciclaje, y comidas típicas del norte de México. Creemos que conectar con la cultura fortalece el sentido de comunidad y responsabilidad ambiental.

Entrevistador:

¿Qué mensaje tienes para jóvenes que están por terminar la secundaria y no saben qué camino tomar?

Valeria:

Les diría que escuchen lo que les apasiona y empiecen desde ahí. No todos tienen que ser activistas, pero todos podemos aportar. Ya sea creando arte, enseñando, cocinando, o limpiando un parque, todo suma. Y sobre todo: no tengan miedo a equivocarse. La acción es lo que transforma.

Entrevistador:

Y si algún joven hispanohablante en Australia quiere apoyar tu causa, ¿cómo puede contactarte?

Valeria:

¡Me encantaría que se unieran a nuestra causa estudiantes bilingües! Pueden seguirnos en Instagram en @riosvivos.mx y mandarnos un mensaje privado si están interesados en unirse al cambio. También tenemos reuniones virtuales mensuales con voluntarios del mundo entero que aportan ideas innovadoras a nuestro programa ¡Las puertas están abiertas para todos!

Narrador:

Valeria nos demuestra que una idea pequeña, con compromiso y amor por la comunidad, puede crecer y cruzar fronteras. Inspirar, educar y actuar: ese es el camino.

Interview — sample teacher questions

Question 1 ¿Qué papel juega tu cultura en tus decisiones para el futuro?

Question 2 ¿Cómo crees que tú podrías usar la tecnología para contribuir a un mundo mejor?

Question 3 ¿Hay alguna causa que te interese especialmente? ¿Cómo podrías participar activamente?

Question 4 ¿Cómo es tu visión del futuro y lo que significa ser ciudadano o ciudadana global?

Question 5 ¿Qué mensaje darías a otros jóvenes que están por terminar la escuela y no están seguros sobre qué hacer en el futuro?

All stimulus texts are created by the QCAA.



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