Supervised assessment: Writing (Email)

This sample has been compiled by the Queensland Studies Authority (QSA) to help teachers plan and develop assessment instruments for individual school settings. It demonstrates the following criteria:

- Conveying meaning: Writing

Assessment instrument

Comments:
Students are required to:

- know and use features of the Spanish language
- create a written text set in an authentic social context for a specific audience, with a realistic purpose, and using the appropriate conventions of the text type.

Syllabus references:
- Section 3
- Section 8.3.4

Task:
You are writing an email to a Spanish-speaking friend with whom you regularly correspond. Write about events you anticipate happening during the rest of the year and your plans for next year. As you are near the end of your school career, reflect on the highs and lows of your time at school. Find out what your friend is doing, and also catch up on some gossip since your last contact with each other.

Write approximately 200 words.

Conditions for writing tasks include:

- written stimulus material in English or Spanish should neither impede nor assist students in demonstrating their writing proficiency
- the task for assessment not being given in advance
- instructions given in English
- an extended passage of writing of approximately 200 words by the end of Year 12
- being set in an authentic social context, with a specific audience nominated and a realistic purpose
- dictionaries may be used.

The assessment task provides opportunities for the writer to convey:

- ideas by discussing their plans for the next year, the highs and lows of their school career, gossip, etc.
- purpose by
  - providing information about events, plans, school and gossip
  - seeking information by asking questions about what the friend is doing
- ideas and purpose
  - with flexibility by using informal language to meet the communicative requirements of the task
  - with originality by responding to the task by drawing together language from a variety of learning experiences and transferring this language, learnt in a familiar context, to an unfamiliar context.
## Conveying meaning: Writing

<table>
<thead>
<tr>
<th>Standard A</th>
<th>Standard B</th>
<th>Standard C</th>
<th>Standard D</th>
<th>Standard E</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
</tr>
<tr>
<td>- a wide range of vocabulary and grammar is used effectively; where complex language is used, errors do not detract from the overall meaning</td>
<td>- a range of vocabulary and grammar is used effectively, although with some errors</td>
<td>- basic cohesive devices are used to connect simple ideas</td>
<td>- some familiar vocabulary and grammar is used, but errors are evident</td>
<td>- responses may be basic sentences using well-rehearsed words and phrases</td>
</tr>
<tr>
<td>- a range of cohesive devices is used to link aspects of the email</td>
<td>- selected cohesive devices are used to link aspects of the email</td>
<td>- register used is generally consistent</td>
<td>- some simple linking words are used, but the meaning as a whole is fragmented</td>
<td>- frequent errors are evident</td>
</tr>
<tr>
<td>- register is appropriate to an email to a friend</td>
<td>- register is usually appropriate to an email to a friend</td>
<td>- spelling, punctuation and word order contain inaccuracies</td>
<td>- errors in spelling, punctuation and word order hinder meaning</td>
<td></td>
</tr>
<tr>
<td>- spelling, punctuation and word order display a high degree of accuracy</td>
<td>- spelling, punctuation and word order display a reasonable degree of accuracy</td>
<td>- written communication may feature some aspects of an email</td>
<td>- written communication may not always be appropriate to an email</td>
<td></td>
</tr>
<tr>
<td>- written communication adheres consistently to the conventions of an email</td>
<td>- the writer’s ideas, information and meaning are usually communicated clearly, although errors may occur in complex language</td>
<td>- simple ideas are conveyed effectively</td>
<td>- some simple ideas are conveyed</td>
<td></td>
</tr>
<tr>
<td>- the writer’s ideas and purposes are conveyed effectively with flexibility and originality</td>
<td>- written text is organised and is generally coherent</td>
<td>- organisation of the written text is basic and displays some coherence</td>
<td>- written text lacks coherence</td>
<td></td>
</tr>
<tr>
<td>- written text is well organised and displays a high level of coherence</td>
<td>- an understanding and response to cultural contexts may be evident in the writing.</td>
<td>- the writing shows some recognition of cultural contexts.</td>
<td>- the writing shows little recognition of cultural contexts.</td>
<td></td>
</tr>
<tr>
<td>- an understanding and response to cultural contexts is clearly evident in the writing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>