**STAGE 2 SPANISH BEGINNERS**

**ASSESSMENT TYPE 2:**

**TEXT PRODUCTION**

**(WRITING IN SPANISH)**

**Purpose**

To create a text in written Spanish to convey information and/or experiences and express ideas

and/or opinions.

**Description of assessment**

You are an Australian student who has been in Spain on an exchange program at a Spanish school. You have been asked to write an article for the school newsletter about Australian Youth. You will need to compare Australian and Spanish school life and lifestyles.

You must use all or part of the following information:

* School time, subjects, school life…
* Daily routines
* Teenagers likes and dislikes
* Common popular meeting places/types of outings
* Family structure and relationship
* Socio-cultural aspects of Spain
* Some issues and concerns of teenagers in Spain

**Assessment conditions**

60 minutes duration in class with bilingual printed dictionaries as support

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| ***Assessment Design Criteria For This Task*** |
| **Ideas**  The specific features are:  I1 Relevance   * relevance to context, purpose and audience * conveying appropriate detail, ideas, information and/or opinions * engaging the audience   I2 Depth of treatment of ideas, information, or opinions   * depth of content and communication of ideas, information, and/or opinions * support of ideas, information and/or opinions with examples   **Expression**  The specific features are:  E1 Capacity to convey information accurately and appropriately   * range of expression (i.e. breadth of vocabulary and structures) * accuracy of expression (i.e. word choice, grammar) * use of cohesive devices * appropriateness of expression, including cultural appropriateness * clarity of expression including fluency, pronunciation, and intonation   E2 Coherence in structure and sequence   * organisation of information and ideas * use of the conventions of the text type |

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**Capacity to Convey Information**

Vocabulary and sentence structures are used with some accuracy to convey meaning effectively.

Some complex structures beyond familiar patterns are used to convey meaning with some success.

Escuela de Estrategias: Australia vs España

Hola, me llamo Jenny Smith y estado en un intercambio de estudiantes en

España por seis meses y es poco tiempo por mí para regresar a Australia.

Estoy muy triste porque ha sido una experiencia increíble y no quiero que

termine.

Me gustaría hablaros de las diferencias entre nuestras culturas, es sorprendente

que no hay muchas. La vida de adolescentes por mí en Australia es como lo que

he experimentado aquí. Los Australianos nos gusta beber y la fiesta también! La

vida escolar sin embargo, es un poco diferente.

Nuestro sistema de educación en Australia parece dar a los estudiantes una

mayor variedad de cursos que pueden llevar a cabo. Porque tenemos la opción

de hacer nuestro curso de la propia escuela a través de diferentes temas que

tienen que elegir que abre oportunidades diferentes por nuestro futuro. Mucha

gente termine de doce años sin la intención de ir a la universidad, pero de el

**Treatment of Ideas**

Some breadth in the treatment of familiar topics. Reponses go beyond basic facts, using brief descriptive phrases to extend meaning.

Ideas, information and/or opinions are supported in some details.

estudio de sus temas escogidos por la escuela que se abre el camino de

cualquier curso universidad.

En España nuestra área elegida de interés permanece con usted a través de sus

últimos años de estudio lo que significa que todos sus temas se basan en un

área de la profesión. Creo que esta limita la posibilidad de cursos que pueden

seguir en la universidad. Pero yo también creo que, si este es el camino que

quieren seguir en la vida, entonces una gran estrategias de estudio. Pero por

una gente que cambie de opinión después de la escuela, que van a hacer cuando

todo lo que saben acerca de esta zona es una de estudio?

Me gusta la puesta en marcha de ambos países y los sistemas escolares no

estoy ahora muy seguro de que prefiero. Sin embargo, aparte de nuestra

**Capacity to Convey Information**

Generally effective use of cohesive devices.

educación que son muy similares y es por eso que había momentos tan loco

aquí con mis amigos.

Gracias a todos y voy extrañar este lugar hermoso.

Jenny Smith

**Additional Comments**

This example is illustrative of a B standard.

**Ideas**

* Responses are mostly relevant to the context, purpose and audience.
* Responses mostly convey the appropriate detail, ideas and information.
* Responses mostly engage the audience or interlocutor.

**Expression**

* Language is generally appropriate to social and cultural context.
* Responses are generally organised logically and coherently.

**Performance Standards for Stage 2 Interstate Assessed Languages at Beginners Level**

|  | **Ideas** | **Expression** | | **Interpretation and Reflection** |
| --- | --- | --- | --- | --- |
| **A** | *Relevance*  Responses are consistently relevant to context, purpose, and audience.  Responses consistently convey the appropriate detail, ideas, information, and/or opinions.  Responses successfully engage the audience or interlocutor.  *Treatment of Ideas, Information, or Opinions*  Breadth in the treatment of topics. Ideas, information, and/or opinions are developed and extended, and impressions are described effectively.  Ideas and/or opinions are supported, and information is provided in sufficient detail. | *Capacity to Convey Information Accurately and Appropriately*  A range of vocabulary and sentence structures are used with a high degree of accuracy.  More complex vocabulary and sentence structures are used with some success. A few minor errors may be evident, but these errors do not impede meaning.  Effective use of a range of cohesive devices.  Language is highly appropriate for context, audience, and purpose.  Pronunciation is accurate. Intonation is used effectively to enhance communication. Responses are fluent.  *Coherence in Structure and Sequence*  Responses are organised logically and coherently.  Conventions of the text type are observed. | Capacity to Interact and Maintain a Conversation  Interaction is sustained on a range of familiar topics, with minimal input from the interlocutor. Interrogative devices are understood and used appropriately. Unexpected questions or unfamiliar topics are handled with confidence and flexibility.  Communication strategies are used to maintain interaction (e.g. using new vocabulary encountered during interaction, asking for repetition, affirming, self-correcting). | Interpretation of Meaning in Texts  Key ideas and relevant details are identified and explained.  Conclusions are drawn about the purpose, audience, and message of the text, and supported with relevant evidence from the text.  Connections are made within and between texts (e.g. comparing ideas, information, and opinions).  Analysis  The function of particular linguistic features in the text is clearly explained.  The ways in which stylistic features are used for effect in texts are identified.  Cultural references such as forms of address, location, and gender are identified and explained.  Reflection  The ways in which cultures, values, beliefs, and/or practices are represented in texts are articulated clearly.  Insightful reflection on own values, beliefs, practices, and/or ideas in relation to those represented in texts. |
| **B** | *Relevance*  Responses are mostly relevant to context, purpose, and audience.  Responses mostly convey the appropriate detail, ideas, information, and/or opinions.  Responses mostly engage the audience or interlocutor.  *Treatment of Ideas, Information, or Opinions*  Some breadth in the treatment of familiar topics. Responses go beyond basic facts, using brief descriptive phrases to extend meaning.  Ideas, information, and/or opinions are supported in some detail. | *Capacity to Convey Information Accurately and Appropriately*  Vocabulary and sentence structures are used with some accuracy to convey meaning effectively.  Some complex structures beyond familiar patterns are used to convey meaning with some success.  Generally effective use of cohesive devices.  Language is generally appropriate to social and cultural context.  Pronunciation and use of intonation generally facilitate communication. Responses are generally fluent.  *Coherence in Structure and Sequence*  Responses are generally organised logically and coherently.  Most conventions of the text type are observed. | Capacity to Interact and Maintain a Conversation  Interaction is maintained on a range of familiar topics, with some reliance on input from the interlocutor to maintain interaction. Interrogative devices are understood and used with some confidence.  Communication strategies are used to maintain interaction (e.g. asking for repetition, self-correcting). Well-rehearsed language is used to interact. | Interpretation of Meaning in Texts  Relevant ideas and details in texts on familiar topics are identified and explained.  Some conclusions are drawn about the purpose, audience, and message of the text, and supported with some relevant examples from the text.  Some connections are made within and between texts.  Analysis  The function of particular linguistic features in the text is described.  Some of the ways in which stylistic features are used for effect in texts are identified.  Some cultural references are identified and described.  Reflection  The ways in which cultures, values, beliefs, and/or practices are represented in texts is explained.  Some depth in reflection on own values, beliefs, practices, and/or ideas in relation to those represented in texts. |
| **C** | *Relevance*  Responses are generally relevant to the purpose and audience, and show some understanding of context.  Responses convey the appropriate detail, ideas, and information.  Responses engage the audience or interlocutor.  *Treatment of Ideas, Information, or Opinions*  Information, ideas, and/or opinions on familiar topics are conveyed. Modelled sentence patterns are generally used to communicate an idea or opinion.  Some details are provided to support ideas. Elaboration of ideas, information, and/or opinions often consists of listing items. | *Capacity to Convey Information Accurately and Appropriately*  Some variety of vocabulary and sentence structures is used, with reliance on familiar vocabulary and sentence structures to convey meaning. Structure often based on word order derived from first language when attempts are made to elaborate.  The language is generally comprehensible although some errors obscure meaning. Control of language is inconsistent.  Generally effective use of some simple cohesive devices.  Language not always appropriate to context, purpose, and audience.  Pronunciation is understandable. Some attention is given to intonation. Fluency is often confined to pre-learnt material.  *Coherence in Structure and Sequence*  Responses are generally organised.  Some conventions of the text type are observed. | Capacity to Interact and Maintain a Conversation  Well-rehearsed language is relied on to respond to simple questions on familiar topics, with frequent reliance on the interlocutor to take the lead and maintain interaction. Partial understanding of questions may lead to a response that is not relevant.  The sentence patterns of the interlocutor are often repeated in the response. Prepared phrases are used to indicate lack of comprehension. | Interpretation of Meaning in Texts  Some relevant information from texts on familiar topics containing predictable language structures is identified and extracted.  Simple conclusions are drawn about the purpose, audience, and message of the text, and supported with isolated examples from the text.  Analysis  Particular linguistic and stylistic features of the text are identified.  One or more cultural references are identified.  Reflection  Some cultural values and/or practices represented or expressed in texts are identified.  Some reflection on own values, beliefs, practices, and/or ideas in relation to those represented in texts. |
| **D** | *Relevance*  Responses are partially relevant to the purpose, and show some awareness of the audience or context.  Responses convey some simple details or information that may be appropriate.  Responses partially engage the audience or interlocutor.  *Treatment of Ideas, Information, or Opinions*  Some information relating to familiar topics is communicated.  Information is generally repetitive and responses often rely on keywords or formulaic expressions to communicate meaning, or attempt to support information. | *Capacity to Convey Information Accurately and Appropriately*  A limited range of simple structures and vocabulary are used.  The language produced contains frequent errors and only partially communicates what is intended. Responses may resemble literal translations from first language.  A cohesive device may be used.  Language is occasionally appropriate to the purpose or audience.  Pronunciation may impede meaning. Little attention is paid to intonation. Lack of comprehension impedes fluency.  *Coherence in Structure and Sequence*  Responses tend to be loosely connected sentences.  Inconsistent use of one or more conventions of the text type. | Capacity to Interact and Maintain a Conversation  Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics, with heavy reliance on the interlocutor to complete the interaction. Repetition, rephrasing of questions, and a slowed rate of speech are required for comprehension.  Utterances rarely consist of more than two or three words. A keyword or partial response is provided as a means of negotiating more time for processing, with reliance on paralinguistic devices to convey meaning. | Interpretation of Meaning in Texts  Keywords and some supporting detail are identified in texts containing simple, well-rehearsed language dealing with familiar situations.  Specific information in texts is transcribed rather than interpreted.  Analysis  One or more basic linguistic and stylistic features of the text are identified.  Reflection  Some cultural elements expressed in texts are identified.  One or more of own values, beliefs, practices, or ideas in relation to those represented in texts are identified. |
| **E** | *Relevance*  Responses have limited relevance to the purpose or audience.  Responses are often incomplete.  Responses may include an element that attempts to engage the audience or interlocutor.  *Treatment of Ideas, Information, or Opinions*  Responses are brief and often rely on a keyword or formulaic expression to convey meaning.  Some basic information relating to familiar topics is communicated, using single words. | *Capacity to Convey Information Accurately and Appropriately*  Single words and brief formulaic expressions are used to convey basic information on familiar topics. Rehearsed simple sentences are used out of context.  There is a high incidence of basic errors that impede meaning, with evidence of the influence of the syntax of English and/or other languages.  Attempted use of a cohesive device.  Limited appropriateness of language to the purpose or audience.  Pronunciation impedes meaning and may be strongly influenced by first language.  *Coherence in Structure and Sequence*  Responses consist of disconnected sentences.  Conventions of the text type are ignored. | Capacity to Interact and Maintain a Conversation  Interaction is limited to rehearsed repetitive vocabulary and one-word answers, with assistance from the interlocutor needed to complete sentences or to interpret intended meanings. There are misunderstandings of simple questions.  A keyword is used to convey a whole message. There are frequent long pauses to process questions, and heavy reliance on paralinguistic devices to convey meaning. | Interpretation of Meaning in Texts  Isolated items of information are identified in short texts on familiar topics containing simple language.  Understanding is limited to occasional isolated words, such as borrowed words.  Analysis  Attempted identification of one or more linguistic or stylistic features.  Reflection  Attempted identification of isolated cultural elements.  One or more of own values, beliefs, practices, or ideas are identified. |