Stage 5 Spanish

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# Introduction

These sample assessment tasks accompany the unit starter ‘*Llevar una vida saludable* – living a healthy life’ available on the [Stages 4-5 Spanish section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/spanish) of the NSW Department of Education’s website.

There are 3 tasks for the 3 learner groups – students learning Spanish as a second or additional language, students with prior learning and/or experience in Spanish and students with a background in Spanish. Please note, the example texts have been provided in both English and Spanish for teacher reference only. We suggest that the English translations not be given to students.

All outcomes referred to in this unit starter come from the [Spanish K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/spanish-k-10-2018) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

# Students learning Spanish as a second or additional language

## Outcomes to be assessed

* **LSP5-3C** – evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
* **LSP5-4C** – experiments with linguistic patterns and structures to compose texts in Spanish, using a range of formats for a variety of contexts, purposes and audiences
* **LSP5-5U** – demonstrates how Spanish pronunciation and intonation are used to convey meaning
* **LSP5-6U** – analyses the function of complex Spanish grammatical structures to extend meaning

## Task description

**Part A** – create a video for your YouTube wellbeing channel outlining 5 steps to a healthier lifestyle. For each step, expand on your ideas, give examples and provide reasons on why your steps are beneficial. **LSP5-4C, LSP5-5U**

**Part B** – you have received a comment on your channel from a viewer asking for advice on a related wellbeing/health issue. Respond in writing, offering helpful advice and solutions with justifications. **LSP5-3C, LSP5-6U**

As a suggestion in Part B, teachers can interact with the student by providing the wellbeing/health comment on the student’s video post for Part B. This could be a generic response for all students, for example:

*Muchas gracias por tus consejos tan sensatos, me parecen muy útiles. Sin embargo, necesito algunos consejos específicos para mí. Soy una joven de 14 años y trabajo 3 tardes por semana, también estudio mucho y hago deberes en casa. No me queda mucho tiempo para hacer ejercicios todos los días, aunque de vez en cuando juego al tenis con unos amigos cuando tengo la energía y me da la gana. El problema es que no tengo motivación y ánimo… No tengo ganas de levantarme, vestirme y salir de la casa, y lo peor de todo ¡es que después me siento mal por no haber hecho ejercicio! ¿Qué puedo hacer para motivarme y hacer ejercicios? ¿Cómo logro tener un equilibrio en mi vida personal si estoy tan ocupada y cansada? Por favor ayúdame ya que me siento desequilibrada y ansiosa…*

**(Translation provided for teachers of other languages only – do not provide to students.)**

Thank you very much for your sensible advice, I think it is useful. Anyway, I also need some advice for me. I’m a 14 year old girl and I work 3 afternoons per week. I study and do household chores as well. I don’t have much time to do exercise, although from time to time I play tennis with friends when I have the energy and feel like it. The problem is I lack motivation and energy … I don’t feel like getting up, getting dressed and getting out of the house. The worst part is, I feel bad for not having done exercise afterwards! What can I do to motivate myself and exercise? How can I find balance in my personal life if I’m so busy and tired? Please help, I feel off kilter and anxious …

## Marking guidelines – version A

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcomes | A – extensive  | B – thorough  | C – sound  | D – basic  | E – elementary  |
| LSP5-3C – evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences | Demonstrates extensive understanding of the viewer’s dilemma by responding with:* frequent references to the viewer’s concerns
* high-level advice, with justification.
 | Demonstrates thorough understanding of the viewer’s dilemma by responding with:* some references to the viewer’s concerns
* well-considered advice, with justification.
 | Demonstrates sound understanding of the viewer’s dilemma by responding with:* 1-2 references to the viewer’s concerns
* satisfactory advice, with reasons.
 | Demonstrates basic understanding of the viewer’s dilemma by responding with some relevant advice. | Demonstrates elementary understanding and attempts to provide advice. |
| LSP5-4C – experiments with linguistic patterns and structures to compose texts in Spanish, using a range of formats for a variety of contexts, purposes and audiences | Creates a well-structured and engaging video, including 5 steps to a healthier lifestyle.Includes an extensive range of linguistic patterns and structures, with minimal errors. | Creates a well-structured and effective video, including 5 steps to a healthier lifestyle.Includes a thorough range of linguistic patterns and structures, with minor errors. | Creates an informative video, including 5 steps to a healthier lifestyle.Includes a sound range of linguistic patterns and structures, with some errors. | Creates a video, including some steps to a healthier lifestyle. Includes a basic range of linguistic patterns and structures, with frequent errors which may impact comprehension. | Attempts to create a video using some learned structures. |
| LSP5-5U – demonstrates how Spanish pronunciation and intonation are used to convey meaning | Speaks confidently and fluently, using accurate pronunciation and intonation, with minimal errors.  | Speaks confidently and fluently, using accurate pronunciation and intonation, with minor errors. | Speaks confidently, using correct pronunciation and intonation, with some errors. | Speaks with errors in pronunciation and/or intonation that may impact comprehension. | Attempts to speak with basic errors in pronunciation and intonation.  |
| LSP5-6U – analyses the function of complex Spanish grammatical structures to extend meaning | Applies an extensive range of wellbeing and health vocabulary and grammatical structures with minimal errors, including:* verb agreements and gender
* use of conditional and imperative *podría(s), debería(s)*, *tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*
 | Applies a thorough range of wellbeing and health vocabulary and grammatical structures with few errors, including:* verb agreements and gender
* use of conditional and imperative *podría(s), debería(s)*, *tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*
 | Applies a sound range of wellbeing and health vocabulary and grammatical structures with some errors, including:* verb agreements and gender
* use of conditional and imperative *podría(s), debería(s)*, *tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*
 | Applies a basic range of wellbeing and health vocabulary and grammatical structures with frequent errors, including:* verb agreements and gender
* use of conditional and imperative *podría(s), debería(s)*, *tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*

May revert into English occasionally. | Applies an elementary range of vocabulary and linguistic structures with errors that demonstrate minimal understanding. Attempts to include some of the following: * verb agreements and gender
* use of conditional and imperative *podría(s), debería(s)*, *tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*

Reverts into English frequently. |

## Marking guidelines – version B

|  |  |
| --- | --- |
| Criteria | Grade |
| * Demonstrates extensive understanding of the viewer’s dilemma by responding with:
* frequent references to the viewer’s concerns
* high-level advice, with justification.
* Creates a well-structured and engaging video, including 5 steps to a healthier lifestyle.
* Includes an extensive range of linguistic patterns and structures, with minimal errors.
* Speaks confidently and fluently, using accurate pronunciation and intonation, with minimal errors.
* Applies an extensive range of wellbeing and health vocabulary and grammatical structures with minimal errors, including:
* verb agreements and gender
* use of conditional and imperative *podría(s), debería(s), tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*
 | **A** |
| * Demonstrates thorough understanding of the viewer’s dilemma by responding with:
* some references to the viewer’s concerns
* well-considered advice, with justification.
* Creates a well-structured and effective video, including 5 steps to a healthier lifestyle.
* Includes a thorough range of linguistic patterns and structures, with minor errors.
* Speaks confidently and fluently, using accurate pronunciation and intonation, with minor errors.
* Applies a thorough range of wellbeing and health vocabulary and grammatical structures with few errors, including:
* verb agreements and gender
* use of conditional and imperative *podría(s), debería(s), tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*
 | **B** |
| * Demonstrates sound understanding of the viewer’s dilemma by responding with:
* 1-2 references to the viewer’s concerns
* satisfactory advice, with reasons.
* Creates an informative video, including 5 steps to a healthier lifestyle.
* Includes a sound range of linguistic patterns and structures, with some errors.
* Speaks confidently, using correct pronunciation and intonation, with some errors.
* Applies a sound range of wellbeing and health vocabulary and grammatical structures with some errors, including:
* verb agreements and gender
* use of conditional and imperative *podría(s), debería(s), tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*
 | **C** |
| * Demonstrates basic understanding of the viewer’s dilemma by responding with some relevant advice.
* Creates a video, including some steps to a healthier lifestyle.
* Includes a basic range of linguistic patterns and structures, with frequent errors which may impact comprehension.
* Speaks with errors in pronunciation and/or intonation that may impact comprehension.
* Applies a basic range of wellbeing and health vocabulary and grammatical structures with frequent errors, including:
* verb agreements and gender
* use of conditional and imperative *podría(s), debería(s), tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*
* May revert into English occasionally.
 | **D** |
| * Demonstrates elementary understanding and attempts to provide advice.
* Attempts to create a video using some learned structures.
* Attempts to speak with basic errors in pronunciation and intonation.
* Applies an elementary range of vocabulary and linguistic structures with errors that demonstrate minimal understanding. Attempts to include some of the following:
* verb agreements and gender
* use of conditional and imperative *podría(s), debería(s), tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*
* Reverts into English frequently.
 | **E** |

# Students with prior learning and or experience in Spanish

## Outcomes to be assessed

* **LSP5-3C** – evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
* **LSP5-4C** – experiments with linguistic patterns and structures to compose texts in Spanish, using a range of formats for a variety of contexts, purposes and audiences
* **LSP5-5U** – demonstrates how Spanish pronunciation and intonation are used to convey meaning
* **LSP5-6U** – analyses the function of complex Spanish grammatical structures to extend meaning

## Task description

**Part A** – create a podcast outlining 7 steps to a healthier lifestyle. For each step, expand on your ideas and provide compelling reasons on why your steps are beneficial. **LSP5-4C, LSP5-5U**

**Part B** – you have received a comment on your podcast channel from a listener asking for advice on a related wellbeing/health issue. Respond in writing, offering tailored advice and solutions, justifying your choices. **LSP5-3C, LSP5-6U**

As a suggestion in Part B, teachers can interact with the student by providing the wellbeing/health comment on the podcast channel for Part B. This could be a generic response for all students, for example:

*Muchas gracias por tu podcast y los consejos. Ahora necesito algunos de tus consejos para mí. Soy un joven de 16 años y estudio mucho. De vez en cuando hago deberes en casa. Aun así, no me queda mucho tiempo para hacer ejercicios todos los días como mis compañeros deportivos, aunque de vez en cuando juego al tenis con unos amigos. El problema es que me falta motivación y ánimo… No tengo ganas de levantarme, vestirme y salir de la casa, y lo peor de todo ¡es que después me siento mal por no haber hecho ejercicio! ¿Qué puedo hacer para motivarme y hacer ejercicios? ¿Cómo logro tener un cuerpo esculpido y fuerte si estoy tan ocupado y cansado? Por favor ayúdame, quiero lucirme bien…*

**(Translation provided for teachers of other languages only – do not provide to students.)**

Thank you very much for your podcast and the advice. I now need some advice for myself. I’m a 16 year old boy and I study a lot. Sometimes I do a bit of house work. Having said that, I don’t have much time to do exercise all day like my sporty friends, even though from time to time I do play tennis. The problem is I lack motivation and drive. I don’t feel like getting up, getting dressed and getting out of the house. The worst part is I feel bad for not having done exercise afterwards! What can I do to motivate myself and exercise? How can I have a strong and toned body if I’m so busy and tired? Please help, I want to look good …

## Marking guidelines – version A

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcomes | A – extensive  | B – thorough  | C – sound  | D – basic  | E – elementary  |
| LSP5-3C – evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences | Demonstrates extensive understanding of the viewer’s dilemma by responding with:* frequent references to the viewer’s concerns
* high-level advice, with justification.
 | Demonstrates thorough understanding of the viewer’s dilemma by responding with:* some references to the viewer’s concerns
* well-considered advice, with justification.
 | Demonstrates sound understanding of the viewer’s dilemma by responding with:* 1-2 references to the viewer’s concerns
* satisfactory advice, with reasons.
 | Demonstrates basic understanding of the viewer’s dilemma by responding with some relevant advice. | Demonstrates elementary understanding and attempts to provide advice. |
| LSP5-4C – experiments with linguistic patterns and structures to compose texts in Spanish, using a range of formats for a variety of contexts, purposes and audiences | Creates a well-structured and engaging podcast, including 7 steps to a healthier lifestyle.Includes an extensive range of linguistic patterns and structures, with minimal errors. | Creates a well-structured and effective podcast, including 7 steps to a healthier lifestyle.Includes a thorough range of linguistic patterns and structures, with minor errors. | Creates an informative podcast, including 7 steps to a healthier lifestyle.Includes a sound range of linguistic patterns and structures, with some errors. | Creates a podcast, including some steps to a healthier lifestyle. Includes a basic range of linguistic patterns and structures, with frequent errors which may impact comprehension. | Attempts to create a podcast using some learned structures. |
| LSP5-5U – demonstrates how Spanish pronunciation and intonation are used to convey meaning | Speaks confidently and fluently, using accurate pronunciation and intonation, with minimal errors.  | Speaks confidently and fluently, using accurate pronunciation and intonation, with minor errors. | Speaks confidently, using correct pronunciation and intonation, with some errors. | Speaks with errors in pronunciation and/or intonation that may impact comprehension. | Attempts to speak with basic errors in pronunciation and intonation.  |
| LSP5-6U – analyses the function of complex Spanish grammatical structures to extend meaning | Applies an extensive range of wellbeing and health vocabulary and grammatical structures with minimal errors, including:* verb agreements and gender
* use of conditional and imperative *podría(s), debería(s)*, *tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*
 | Applies a thorough range of wellbeing and health vocabulary and grammatical structures with few errors, including:* verb agreements and gender
* use of conditional and imperative *podría(s), debería(s)*, *tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*
 | Applies a sound range of wellbeing and health vocabulary and grammatical structures with some errors, including:* verb agreements and gender
* use of conditional and imperative *podría(s), debería(s)*, *tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*
 | Applies a basic range of wellbeing and health vocabulary and grammatical structures with frequent errors, including:* verb agreements and gender
* use of conditional and imperative *podría(s), debería(s)*, *tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*

May revert into English occasionally. | Applies an elementary range of vocabulary and linguistic structures with errors that demonstrate minimal understanding. Attempts to include some of the following: * verb agreements and gender
* use of conditional and imperative *podría(s), debería(s), tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*

Reverts into English frequently. |

## Marking guidelines – version B

|  |  |
| --- | --- |
| Criteria | Grade |
| * Demonstrates extensive understanding of the viewer’s dilemma by responding with:
* frequent references to the viewer’s concerns
* high-level advice, with justification.
* Creates a well-structured and engaging podcast, including 7 steps to a healthier lifestyle.
* Includes an extensive range of linguistic patterns and structures, with minimal errors.
* Speaks confidently and fluently, using accurate pronunciation and intonation, with minimal errors.
* Applies an extensive range of wellbeing and health vocabulary and grammatical structures with minimal errors, including:
* verb agreements and gender
* use of conditional and imperative *podría(s), debería(s), tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*
 | **A** |
| * Demonstrates thorough understanding of the viewer’s dilemma by responding with:
* some references to the viewer’s concerns
* well-considered advice, with justification.
* Creates a well-structured and effective podcast, including 7 steps to a healthier lifestyle.
* Includes a thorough range of linguistic patterns and structures, with minor errors.
* Speaks confidently and fluently, using accurate pronunciation and intonation, with minor errors.
* Applies a thorough range of wellbeing and health vocabulary and grammatical structures with few errors, including:
* verb agreements and gender
* use of conditional and imperative *podría(s), debería(s), tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*
 | **B** |
| * Demonstrates sound understanding of the viewer’s dilemma by responding with:
* 1-2 references to the viewer’s concerns
* satisfactory advice, with reasons.
* Creates an informative podcast, including 7 steps to a healthier lifestyle.
* Includes a sound range of linguistic patterns and structures, with some errors.
* Speaks confidently, using correct pronunciation and intonation, with some errors.
* Applies a sound range of wellbeing and health vocabulary and grammatical structures with some errors, including:
* verb agreements and gender
* use of conditional and imperative *podría(s), debería(s), tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*
 | **C** |
| * Demonstrates basic understanding of the viewer’s dilemma by responding with some relevant advice.
* Creates a podcast, including some steps to a healthier lifestyle.
* Includes a basic range of linguistic patterns and structures, with frequent errors which may impact comprehension.
* Speaks with errors in pronunciation and/or intonation that may impact comprehension.
* Applies a basic range of wellbeing and health vocabulary and grammatical structures with frequent errors, including:
* verb agreements and gender
* use of conditional and imperative *podría(s), debería(s), tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*
* May revert into English occasionally.
 | **D** |
| * Demonstrates elementary understanding and attempts to provide advice.
* Attempts to create a podcast using some learned structures.
* Attempts to speak with basic errors in pronunciation and intonation.
* Applies an elementary range of vocabulary and linguistic structures with errors that demonstrate minimal understanding. Attempts to include some of the following:
* verb agreements and gender
* use of conditional and imperative *podría(s), debería(s), tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*
* Reverts into English frequently.
 | **E** |

# Students with a background in Spanish

## Outcomes to be assessed

* **LSP5-3C** – evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
* **LSP5-4C** – experiments with linguistic patterns and structures to compose texts in Spanish, using a range of formats for a variety of contexts, purposes and audiences
* **LSP5-5U** – demonstrates how Spanish pronunciation and intonation are used to convey meaning
* **LSP5-6U** – analyses the function of complex Spanish grammatical structures to extend meaning

## Task description

**Part A** – compose and perform a script for a radio segment on a wellbeing/health topic of your choice. Expand and explain your ideas, provide examples and personal anecdotes to engage your audience. **LSP5-4C, LSP5-5U, LSP5-6U**

**Part B** – you have received a message from an anonymous caller asking for advice on a related wellbeing/health issue. Listen to the message and respond to the listener as part of your radio segment, offering tailored advice and solutions, justifying your choices. **LSP5-3C, LSP5-5U**

As a suggestion, teachers may provide the recording as the anonymous caller with the wellbeing/health issue for Part B. This could be generic for all students, for example:

Anonymous caller: *¡Buenos días! Me encanta tu programa y me parecen muy útiles tus consejos. ¡Soy una fan de verdad! y quiero que me des algunos consejos. Me llamo Amelia y soy una joven de 14 años y trabajo 3 tardes por semana, también estudio mucho y hago deberes en casa. No me queda mucho tiempo para hacer ejercicios y además tengo problemas de cadera y no puedo correr. Me falta motivación y ánimo… No me dan ganas de levantarme, vestirme y salir de la casa, y lo peor de todo ¡es que después me siento mal por no haber hecho ejercicio! ¿Qué hago para superar mi debilidad y motivarme? ¿Cómo logro tener una vida más equilibrada? Por favor ayúdame ya que me siento ansiosa y triste…*

**(Translation provided for teachers of other languages only – do not provide to students.)**

Good morning! I love your program and I think your advice is really useful! I’m a real fan and I would love some of your advice for myself. My name is Amelia and I’m 14 years old. I work 3 afternoons a week, I study a lot and do house chores as well. I don’t really have much time for exercise and I also have problems with my hip and I can’t run. I lack motivation and energy. I don’t feel like getting up, getting dressed and getting out of the house. The worst part is, I feel bad for not having done exercise afterwards! What can I do to overcome my weakness and motivate myself? How can I achieve a more balanced lifestyle? Please help, I feel anxious and sad …

## Marking guidelines – version A

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcomes | A – extensive  | B – thorough  | C – sound  | D – basic  | E – elementary  |
| LSP5-3C – evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences | Demonstrates extensive understanding of the viewer’s dilemma by providing an engaging response with:* frequent references to the viewer’s concerns
* high-level advice, with justification.
 | Demonstrates thorough understanding of the viewer’s dilemma by providing an effective response with:* some references to the viewer’s concerns
* well-considered advice, with justification.
 | Demonstrates sound understanding of the viewer’s dilemma by providing an appropriate response with:* 1-2 references to the viewer’s concerns
* satisfactory advice, with reasons.
 | Demonstrates basic understanding of the viewer’s dilemma by responding with some relevant advice. | Demonstrates elementary understanding and attempts to provide advice. |
| LSP5-4C – experiments with linguistic patterns and structures to compose texts in Spanish, using a range of formats for a variety of contexts, purposes and audiences | Composes and performs a well-structured and engaging radio script, with extensive information, including examples and anecdotes.Includes an extensive range of linguistic patterns and structures, with minimal errors. | Composes and performs a well-structured and effective radio script with thorough information, including examples and anecdotes.Includes a thorough range of linguistic patterns and structures, with minor errors. | Composes and performs an informative radio script, with sound information, including some examples and/or anecdotes.Includes a sound range of linguistic patterns and structures, with some errors. | Composes and performs a radio script with some information on the chosen topic.Includes a basic range of linguistic patterns and structures, with frequent errors which may impact comprehension. | Attempts to compose and/or perform a radio script using some learned structures. |
| LSP5-5U – demonstrates how Spanish pronunciation and intonation are used to convey meaning | Speaks confidently with a high degree of fluency, using accurate pronunciation and intonation with no errors.  | Speaks confidently with an excellent degree of accuracy using accurate pronunciation and intonation with minimal errors. | Speaks confidently and fluently, using correct pronunciation and intonation with occasional errors. | Speaks with some degree of fluency using correct pronunciation and intonation, with frequent errors. | Speaks with frequent and basic errors in pronunciation and intonation, with poor diction and enunciation. |
| LSP5-6U – analyses the function of complex Spanish grammatical structures to extend meaning | Applies an extensive range of wellbeing and health vocabulary and grammatical structures with minimal errors, including:* verb agreements and gender
* use of conditional and imperative *podría(s), debería(s)*, *tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*
 | Applies a thorough range of wellbeing and health vocabulary and grammatical structures with few errors, including:* verb agreements and gender
* use of conditional and imperative *podría(s), debería(s)*, *tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*
 | Applies a sound range of wellbeing and health vocabulary and grammatical structures with some errors, including:* verb agreements and gender
* use of conditional and imperative *podría(s), debería(s)*, *tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*
 | Applies a basic range of wellbeing and health vocabulary and grammatical structures with frequent errors, including:* verb agreements and gender
* use of conditional and imperative *podría(s), debería(s)*, *tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*

May use English occasionally. | Applies an elementary range of vocabulary and linguistic structures with errors that demonstrate minimal understanding. Attempts to include some of the following: * verb agreements and gender
* use of conditional and imperative *podría(s), debería(s)*, *tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*

May revert into English frequently. |

## Marking guidelines – version B

|  |  |
| --- | --- |
| Criteria | Grade |
| * Demonstrates extensive understanding of the viewer’s dilemma by providing an engaging response with:
* frequent references to the viewer’s concerns
* high-level advice, with justification.
* Composes and performs a well-structured and engaging radio script, with extensive information, including examples and anecdotes.
* Includes an extensive range of linguistic patterns and structures, with minimal errors.
* Speaks confidently with a high degree of fluency, using accurate pronunciation and intonation with no errors.
* Applies an extensive range of wellbeing and health vocabulary and grammatical structures with minimal errors, including:
* verb agreements and gender
* use of conditional and imperative *podría(s), debería(s), tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*
 | **A** |
| * Demonstrates thorough understanding of the viewer’s dilemma by providing an effective response with:
* some references to the viewer’s concerns
* well-considered advice, with justification.
* Composes and performs a well-structured and effective radio script with thorough information, including examples and anecdotes.
* Includes a thorough range of linguistic patterns and structures, with minor errors.
* Speaks confidently with an excellent degree of accuracy using accurate pronunciation and intonation with minimal errors.
* Applies a thorough range of wellbeing and health vocabulary and grammatical structures with few errors, including:
* verb agreements and gender
* use of conditional and imperative *podría(s), debería(s), tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*
 | **B** |
| * Demonstrates sound understanding of the viewer’s dilemma by providing an appropriate response with:
* 1-2 references to the viewer’s concerns
* satisfactory advice, with reasons.
* Composes and performs an informative radio script, with sound information, including some examples and/or anecdotes.
* Includes a sound range of linguistic patterns and structures, with some errors.
* Speaks confidently and fluently, using correct pronunciation and intonation with occasional errors.
* Applies a sound range of wellbeing and health vocabulary and grammatical structures with some errors, including:
* verb agreements and gender
* use of conditional and imperative *podría(s), debería(s), tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*
 | **C** |
| * Demonstrates basic understanding of the viewer’s dilemma by responding with some relevant advice.
* Composes and performs a radio script with some information on the chosen topic.
* Includes a basic range of linguistic patterns and structures, with frequent errors which may impact comprehension.
* Speaks with some degree of fluency using correct pronunciation and intonation, with frequent errors.
* Applies a basic range of wellbeing and health vocabulary and grammatical structures with frequent errors, including:
* verb agreements and gender
* use of conditional and imperative *podría(s), debería(s), tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*
* May use to English occasionally.
 | **D** |
| * Demonstrates elementary understanding and attempts to provide advice.
* Attempts to compose and/or perform a radio script using some learned structures.
* Speaks with frequent and basic errors in pronunciation and intonation, with poor diction and enunciation.
* Applies an elementary range of vocabulary and linguistic structures with errors that demonstrate minimal understanding. Attempts to include some of the following:
* verb agreements and gender
* use of conditional and imperative *podría(s), debería(s), tendría(s), haz/haga, debe/debes*
* expressions for giving advice and opinions such as, *Estoy de acuerdo(a). Desde mi punto de vista…*
* May revert into English frequently.
 | **E** |