Sarah Redfern High School

Assessment Task 2 Notification | Year 7, 2025   *Student name:* _____

Course: Stage 4 LOTE [Spanish]

Focus: Creating and Understanding Texts

Task type: Hand-in

This task is worth 25**%** of the total course mark

Class Teacher: Y. Millan

Original distribution date: Term **|** Week 6

Due Date: Term 2 | Week 9
- 7LOTEN, Thursday 26/06/25 [Period 2]
- 7LOTEM [Period 3], 7LOTEG [Period 2], 7LOTEW [Period 1], 7LOTEB [Period 4]; Friday 27/06/25

Submission: Submitted online via Class Teams or in paper at the beginning of class on the due date.

Task description and instructions:
The task has two (2) parts:
Part A: Understanding texts

You are required to read a blog post from the "Nuestros sabores, tus sabores" food blog, written by a Spanish-speaking teenager. The post includes details about his family's personal preferences. You must translate it showing evidence of your own translation work. Then, you are to answer a series of questions **in English** to demonstrate your understanding of the text.

Part B: Creating texts

You are required to create a blog post in response to the teenager, outlining your eating habits and some of your food and drink preferences **in Spanish**. You must include:

- What you typically eat at two different mealtimes

- At least one food or drink you enjoy, with reasons, and how often you eat or drink it

- At least one food or drink you do not like, with reasons, and comparing it to another food or drink

- One or two Spanish foods that you have never eaten and a reason why you would or would not like to try them.

Submission
You must submit your task, including evidence of your translation work, and evidence of your writing draft, on the due date during Spanish class at the beginning of the period OR in Teams before your allocated class if your work is in digital format.

Note: You will complete this assessment at home.

NESA verbs relevant to this task:
Analyse: Identify components and the relationship between them; draw out and relate implications.
Describe: Provide characteristics and features.
Justify: Support an argument or conclusion.

Resources to support you in completing this task:
OneNote lessons, class handouts and worksheets.

Feedback on the task provided through:

1. Feedback during class
2. Written feedback on final submission
3. Feedback related to marking criteria

Outcomes assessed in this task:

● **ML4-CRT-01:** creates a range of texts for familiar communicative purposes by using culturally appropriate language.

● **ML4-UND-01:** interprets and responds to information, opinions, and ideas in texts to demonstrate understanding.

This task has been authorised and approved by:

Head Teacher of the subject:	Deputy Principal of cohort:

Completing Assessment Honestly – All My Own Work Declaration

☐ I acknowledge that my submission for this task is all my own work and that I have engaged in the practices of good scholarship (acknowledging sources; no plagiarism, collusion, or malpractice)

Student signature: _____ Date: _____

STUDENT FEEDBACK ON ASSESSMENT TASK:

Please provide feedback on this assessment task to your classroom teacher by ticking the appropriate columns. This should be submitted with your task by the due date.

Area of feedback:	*Agree*	*Disagree*
I understood the requirements of this task		
Enough time was allocated to complete this task		
There was appropriate support to successfully complete this task		

Other feedback:
_____
_____
_____

Marking guidelines – Part A

Name: _____

Outcomes	A (13-15)	B (10-12 marks)	C (7-9 marks)	D (4-6 marks)	E (1-3 mark)
ML4-UND-01 • respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions, and ideas.	The student shows extensive knowledge and understanding of the content by responding extensively in English, providing ALL relevant information related to: • meals and mealtimes • frequency • preferences for foods and drinks with reasons	The student shows thorough knowledge and understanding of the content by responding thoroughly in English, providing MOST relevant information related to: • meals and mealtimes • frequency • preferences for foods and drinks with reasons	The student shows sound knowledge and understanding of the content by responding in English, identifying SOME relevant information related to: • meals and mealtimes • frequency • preferences for foods and drinks with reasons	The student shows basic knowledge and understanding of the content by responding in basic English, to SOME relevant information related to: • meals and mealtimes • frequency • preferences for foods and drinks with reasons	The student shows an elementary knowledge and understanding of the content by attempting to identify some relevant information.

Marking guidelines – Part B

Outcomes	A (13-15)	B (10-12)	C (7-9)	D (4-6)	E (1-3)
ML4-CRT-01 • create informative texts to describe and share information about themselves and their personal world • use relevant and familiar vocabulary from a range of themes to create texts.	The student shows extensive knowledge and understanding of the content by creating a detailed text, with HIGH LEVEL of accuracy, that includes: • what they typically eat for at least two mealtimes • at least one food or drink they enjoy, with reasons, and how often they eat or drink it/them • at least one food or drink they do not like, with reasons, and a comparison with another food or drink • 1-2 Spanish foods they have never eaten and a reason why they would/would not like to try it/them • a range of relevant vocabulary	The student shows thorough knowledge and understanding of the content by creating a detailed text, with minor errors, that includes: • what they typically eat for at least two mealtimes • at least one food or drink they enjoy, with reasons, and how often they eat or drink it/them • at least one food or drink they do not like, with reasons, and a comparison with another food or drink • 1-2 Spanish foods they have never eaten and a reason why they would/would not like to try it/them • a range of relevant vocabulary	The student shows sound knowledge and understanding of the content by creating a text, with errors, that do not affect meaning, that includes MOST of the following: • what they typically eat for at least two mealtimes • at least one food or drink they enjoy, with reasons, and how often they eat or drink it/them • at least one food or drink they do not like, with reasons, and a comparison with another food or drink • 1-2 Spanish foods they have never eaten and a reason why they would/would not like to try it/them • some relevant vocabulary	The student shows basic knowledge and understanding of the content by creating a text, with errors that may affect meaning, that includes SOME of the following: • what they typically eat for at least two mealtimes • at least one food or drink they enjoy, with reasons, and how often they eat or drink it/them • at least one food or drink they do not like, with reasons, and a comparison with another food or drink • 1-2 Spanish foods they have never eaten and a reason why they • would/would not like to try it/them • relevant vocabulary	The student shows an elementary knowledge and understanding of the content by creating a text with simple phrases and/or single words

Outcomes	A (13-15)	B (10-12)	C (7-9)	D (4-6)	E (1-3)
• use structures and features of the grammatical system to create texts	The student shows extensive knowledge and understanding of the content by using a variety of structures and features of the grammatical system with a HIGH LEVEL of accuracy, including: • adjectives with correct agreement • the verbs 'gusta/gustan' and 'parece/parecen' • the comparative structure 'mas...que' • adverbs to express frequency • compound sentences	The student shows thorough knowledge and understanding of the content by using a variety of structures and features of the grammatical system with minor errors, including: • adjectives with correct agreement • the verbs 'gusta/gustan' and 'parece/parecen' • the comparative structure 'mas...que' • adverbs to express frequency • compound sentences	The student shows sound knowledge and understanding of the content by using a variety of structures and features of the grammatical system with SOME errors, including: • adjectives with correct agreement • the verbs 'gusta/gustan' and 'parece/parecen' • the comparative structure 'mas...que' • adverbs to express frequency • compound sentences	The student shows basic knowledge and understanding of the content by using a variety of structures and features of the grammatical system with errors that may hinder comprehension, including: • adjectives with correct agreement • the verbs 'gusta/gustan' and 'parece/parecen' • the comparative structure 'mas...que' • adverbs to express frequency • compound sentences	The student shows elementary knowledge and understanding of the content by attempting to apply structures and features of the grammatical system

Final mark: _____/30

Feedback:

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