

Spanish General Senior Syllabus 2019 v1.3

Subject report 2020

February 2021

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Introduction

The first summative year for the new Queensland Certificate of Education (QCE) system was unexpectedly challenging. The demands of delivering new assessment requirements and processes were amplified by disruptions to senior schooling arising from the COVID-19 pandemic. This meant the new system was forced to adapt before it had been introduced — the number of summative internal assessments was reduced from three to two in all General subjects. Schools and the QCAA worked together to implement the new assessment processes and the 2020 Year 12 cohort received accurate and reliable subject results.

Queensland's innovative new senior assessment system combines the flexibility and authenticity of school-based assessment, developed and marked by classroom teachers, with the rigour and consistency of external assessment set and marked by QCAA-trained assessment writers and markers. The system does not privilege one form of assessment over another, and both teachers and QCAA assessors share the role of making high-stakes judgments about the achievement of students. Our commitment to rigorous external quality assurance guarantees the reliability of both internal and external assessment outcomes.

Using evidence of student learning to make judgments on student achievement against goals and standards is just one purpose of assessment. In a sophisticated assessment system, it is also used by teachers to inform pedagogy and by students to monitor and reflect on their progress.

This post-cycle report on the summative assessment program is not simply being produced as a matter of record. It is intended that it will play an active role in future assessment cycles by providing observations and findings in a way that is meaningful and helpful to support the teaching and learning process, provide future students with guidance to support their preparations for summative assessment, and promote transparency and accountability in the broader education community. Reflection and research are necessary for the new system to achieve stability and to continue to evolve. The annual subject report is a key medium for making it accessible to schools and others.

Background

Purpose

The annual subject report is an analysis of the previous year's full summative assessment cycle. This includes endorsement of summative internal assessment instruments, confirmation of internal assessment marks and external assessment.

The report provides an overview of the key outcomes of one full teaching, learning and assessment cycle for each subject, including:

- information about the application of the syllabus objectives through the design and marking of internal and external assessments
- information about the patterns of student achievement in each subject for the assessment cycle.

It also provides advice to schools to promote continuous improvement, including:

- identification of effective practices in the design and marking of valid, accessible and reliable assessments
- identification of areas for improvement and recommendations to enhance the design and marking of valid, accessible and reliable assessment instruments
- provision of tangible examples of best practice where relevant, possible and appropriate.

Audience and use

This report should be read by school leaders, subject leaders and teachers to inform teaching and learning and assessment preparation. The report is to be used by schools and teachers to assist in assessment design practice, in making assessment decisions and in preparing students for external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can learn about the assessment practices and outcomes for General subjects (including alternative sequences and Senior External Examination subjects, where relevant) and General (Extension) subjects.

Report preparation

The report includes analyses of data and other information from the processes of endorsement, confirmation and external assessment, and advice from the chief confirmer, chief endorser and chief marker, developed in consultation with and support from QCAA subject matter experts.

Subject data summary

Subject enrolments

Number of schools offering the subject: 21.

Completion of units	Unit 1	Unit 2	Units 3 and 4*
Number of students completed	239	245	247

* Units 3 and 4 figure includes students who were not rated.

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory	Not rated
Unit 1	238	1	0
Unit 2	244	1	0

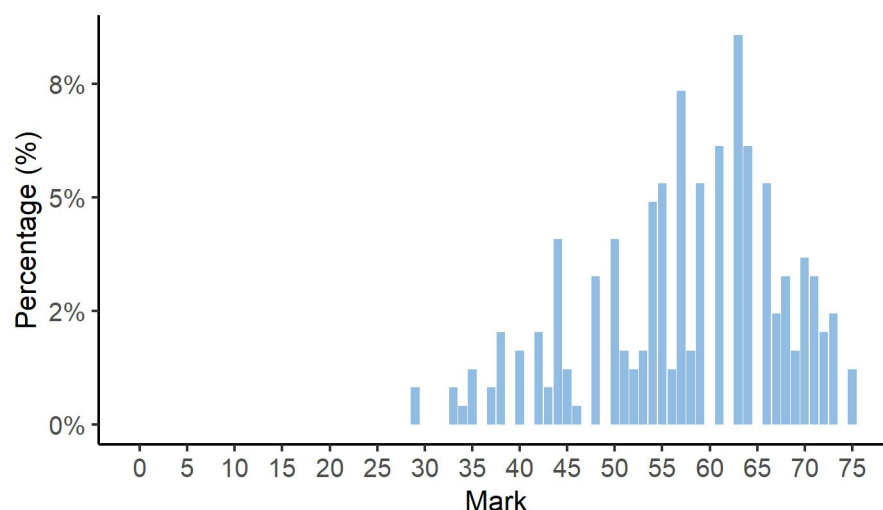
Units 3 and 4 internal assessment results

2020 COVID-19 adjustments

To support Queensland schools, teachers and students to manage learning and assessment during the evolving COVID-19 pandemic in 2020, the QCAA Board approved the removal of one internal assessment for students completing Units 3 and 4 in General and Applied subjects.

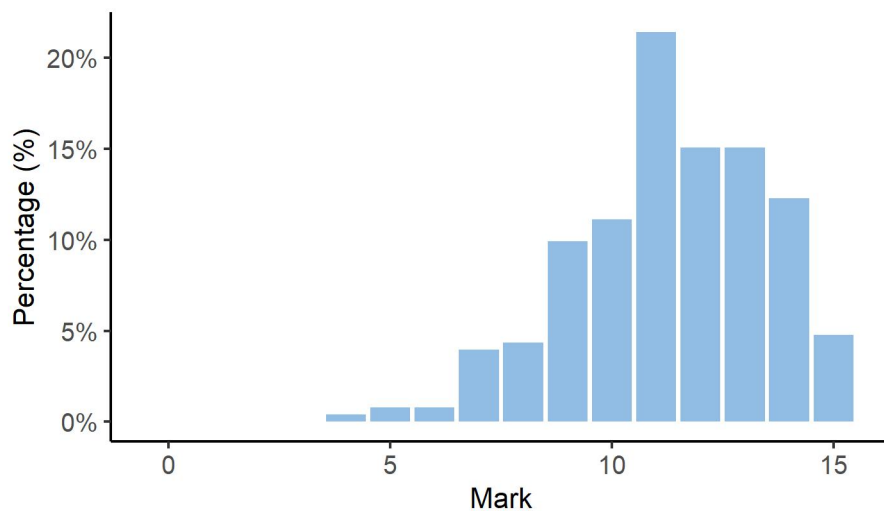
In General subjects, students completed two internal assessments and an external assessment. Schools made decisions based on QCAA advice and their school context. Therefore, across the state some instruments were completed by most schools, some completed by fewer schools and others completed by few or no schools. In the case of the latter, the data and information for these instruments has not been included.

Total results for internal assessment

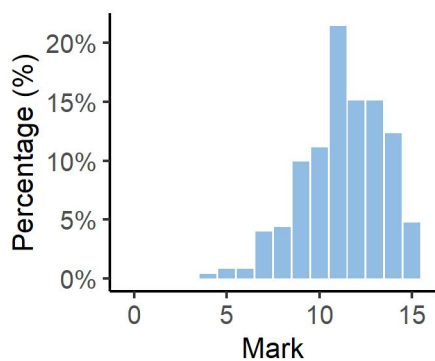


IA1 results

IA1 total

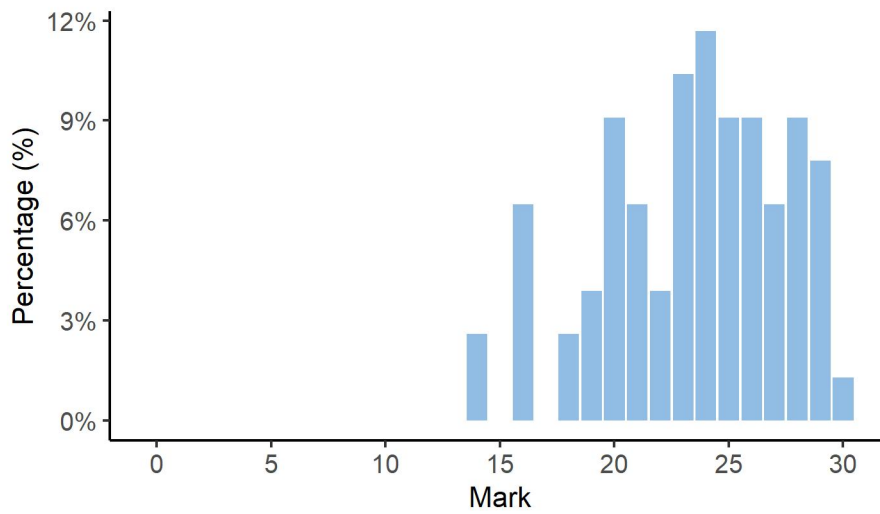


IA1 Criterion 1

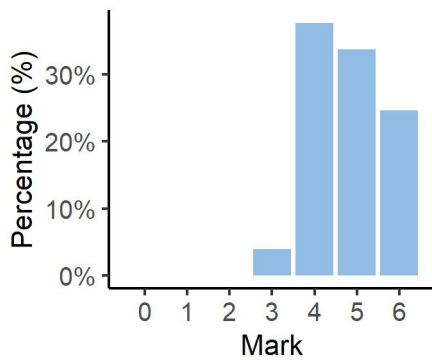


IA2 results

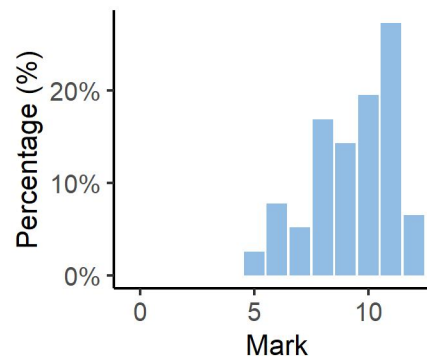
IA2 total



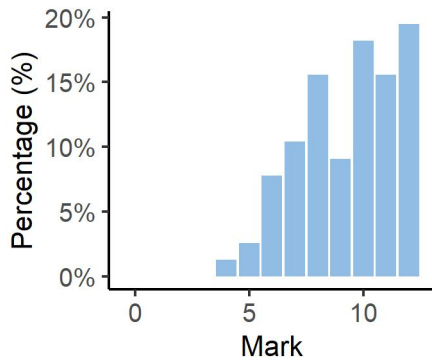
IA2 Criterion 1



IA2 Criterion 2

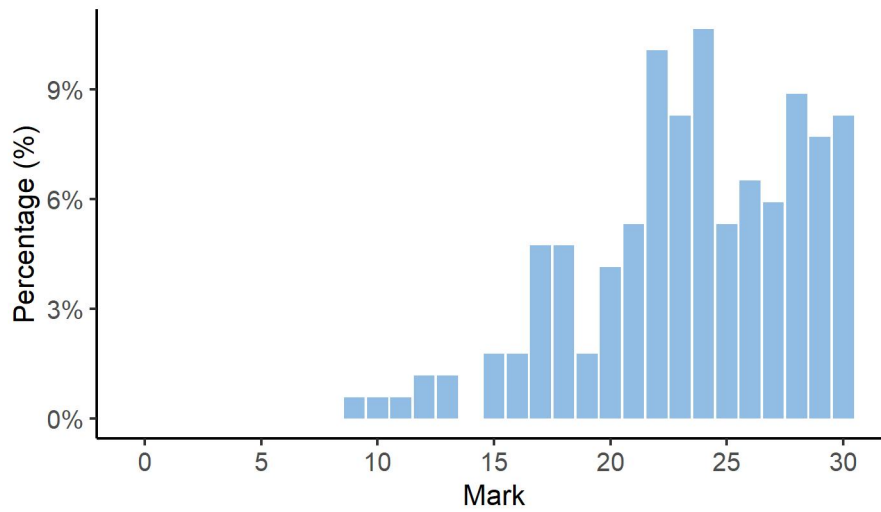


IA2 Criterion 3

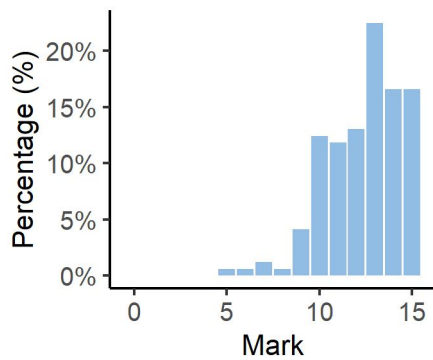


IA3 results

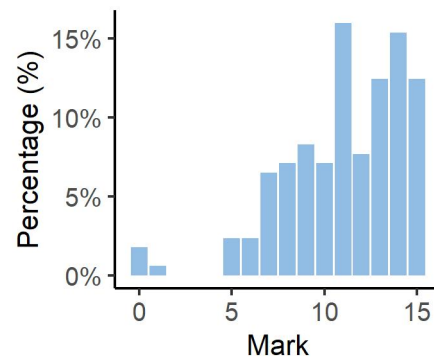
IA3 total



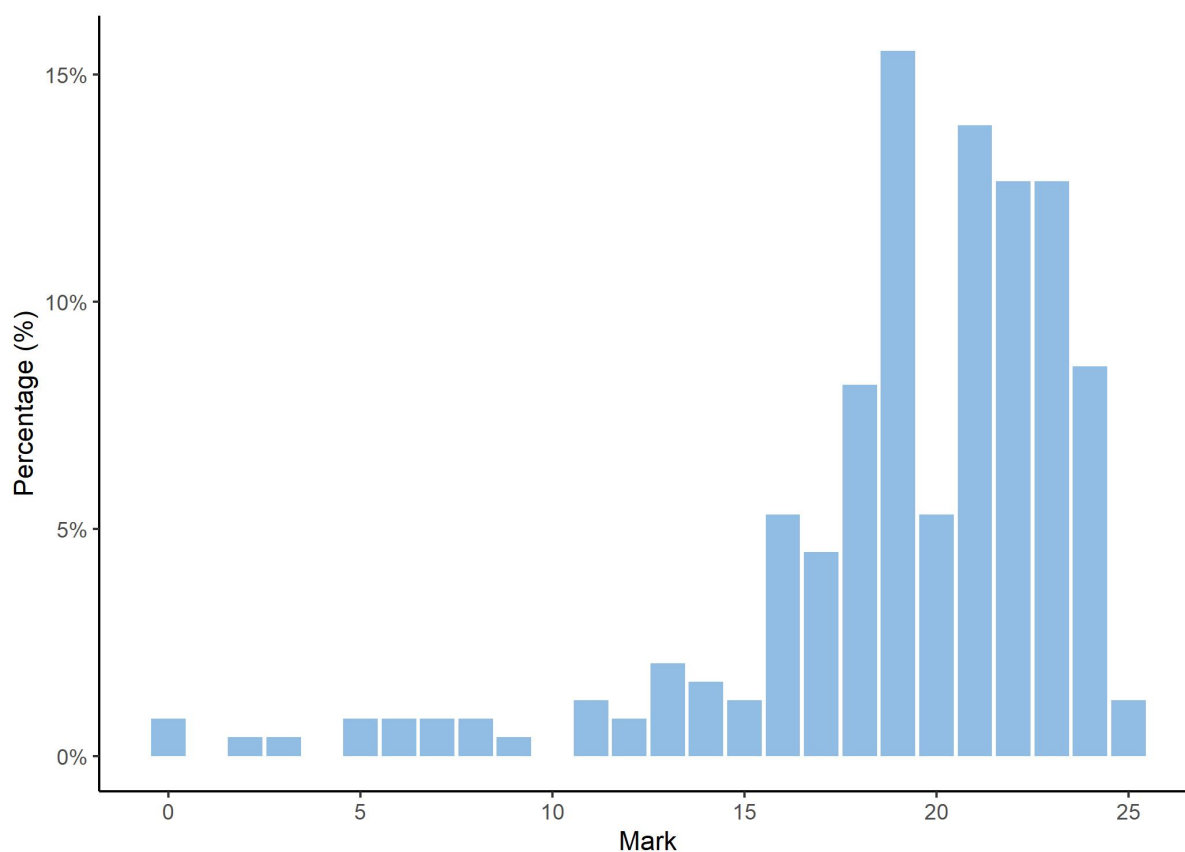
IA3 Criterion 1



IA3 Criterion 2



External assessment results



Final standards allocation

The number of students awarded each standard across the state are as follows.

Standard	A	B	C	D	E
Number of students	119	87	35	3	0

Grade boundaries

The grade boundaries are determined using a process to compare results on a numeric scale to the reporting standards.

Standard	A	B	C	D	E
Marks achieved	100–80	79–63	62–40	39–15	14–0

Internal assessment

The following information and advice pertain to the assessment design and assessment decisions for each IA in Units 3 and 4. These instruments have undergone quality assurance processes informed by the attributes of quality assessment (validity, accessibility and reliability).

Endorsement

Endorsement is the quality assurance process based on the attributes of validity and accessibility. These attributes are categorised further as priorities for assessment and each priority can be further broken down into assessment practices. Data presented in the assessment design sections identifies the reasons why IA instruments were not endorsed at Application 1, by the priority for assessments. An IA may have been identified more than once for a priority for assessment, e.g. it may have demonstrated a misalignment to both subject matter and to the assessment objective. Refer to the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

Total number of items endorsed in Application 1

Number of items submitted each event	IA1	IA2	IA3
Total number of instruments	21	21	21
Percentage endorsed in Application 1	10	19	29

Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. Teachers make judgments about the evidence in students' responses using the instrument-specific marking guide (ISMG) to indicate the alignment of students' work with performance-level descriptors and determine a mark for each criterion. These are provisional criterion marks. The QCAA makes the final decision about student results through the confirmation processes. Data presented in the assessment decisions section identifies the level of agreement between provisional and final results.

Number of samples reviewed at initial, supplementary and extraordinary review

IA	Number of schools	Number of samples requested	Supplementary samples requested	Extraordinary review	School review	Percentage agreement with provisional
1	21	96	27	19	60	57.77
2	6	46	8	0	7	80.52
3	15	88	29	0	1	83.04

Internal assessment 1 (IA1)

Examination — short response (15%)

Internal assessment 1 (IA1) is a short response examination where students analyse Spanish texts in English. Stimulus includes visual, written and audio/audiovisual.

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	12
Authentication	0
Authenticity	1
Item construction	7
Scope and scale	3

*Total number of submissions: 21. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- assessment instruments that allowed for unique responses, through the inclusion of well-chosen stimulus that appropriately reflected the unit subject matter
- tasks that followed the conventions for item construction, i.e. using questions that require analysis and evaluation of relevant information to draw well-constructed and valid conclusions with well-substantiated justifications of opinions, ideas and perspectives according to the topic
- questions that allowed for the demonstration of the range of performance levels in responses of up to 100 words for each question
- assessment instruments that provided opportunities to demonstrate an understanding of the topic from the subject matter and used real sources with realistic contexts
- clear instructions that met syllabus requirements.

Practices to strengthen

It is recommended that assessment instruments:

- assess all required assessment objectives, including all of objective 2: context, tone, purpose and audience
- are appropriately scaffolded, i.e. it is not necessary to include 'the inference of meaning, values and attitudes' in questions (e.g. 'Identify the context of Stimulus 1 to infer meaning, values and attitudes') because it is in the student-provided examples where this inference is assessed

- have context that is understood as a place or timeframe when a stimulus occurs or is created. This can be social, cultural or historical
- include a visual stimulus
 - containing no more than the maximum number of 60 words permitted, and explicitly linked to at least one question in the assessment instrument
 - containing some language, i.e. a visual stimulus without language does not meet the specifications of the syllabus for this internal assessment
- meet syllabus conditions, i.e. the combined length of written and audio texts does not exceed 800 words (Syllabus section 4.6.1)
- include at least one written, one audio/audiovisual, and one visual stimulus
- provide an appropriate and rigorous audio stimulus that reflects the level expected for Unit 3
- be sufficiently different from the QCAA sample to allow for unique responses
- provide questions linked to particular aspects of the stimulus (Syllabus section 4.6.1)
- contain accurate Spanish.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	5
Language	1
Layout	0
Bias avoidance	3

*Total number of submissions: 21. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- written and visual stimulus with different perspectives on the topic covering a range of opinions and avoiding bias and inappropriate content
- grammatically accurate language
- stimulus texts that were legible and accessible to all students, without distractors
- appropriately sized spaces for student responses that reflected the expected length of answer.

Practices to strengthen

It is recommended that assessment instruments:

- use clear language in questions, e.g. specifying the number of speakers that students must respond to when there are multiple speakers in a stimulus
- direct students to answer in full sentences where appropriate, using up to 100 words per answer

- avoid complex wording of questions and eliminate the use of bold, italics and other formatting features when not relevant
- contain clear legible visual stimulus — students need to be able to engage with stimulus texts, which may require enlargement in order to be read
- contain questions that can be responded to within the word length
- use audio recordings of people speaking rather than computer generated recordings.

Additional advice

- Students are required to respond within 100 words. If this is not the case, there needs to be evidence of teachers managing response length.
- Set a response space that is fixed and of reasonable size, instructing students to respond within the marked area.
- Assessment items (questions) must be answerable across all performance levels within the syllabus specified 100 words.
- Test all questions by writing responses to questions prior to submitting assessment instruments to endorsement to ensure that high performance levels can be achieved within 100 words.
- Speakers in audio stimulus are to deliver their message at an appropriate speed, e.g. not too slowly.
- Language used in stimulus text should reflect the level expected for Unit 3.
- Questions should prompt students to draw on only information evidenced in the stimulus rather than drawing on general knowledge outside the stimulus.
- Questions need to be constructed in a way that directs students to draw only on stimulus content.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Analysing Spanish texts in English	57.77	40.24	1.99

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- the characteristic of comprehension of Spanish was accurately applied.

Samples of effective practices

The following is an excerpt from a response that illustrates the characteristics for the criterion at the performance level indicated. The sample may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have occurred throughout the response.

Analysing Spanish texts in English

This response demonstrates:

- a thorough comprehension of the information in the graphs
- an analysis of the information found in the graphs
- a judgment about what this information means.

Both of the graphs talk about either universities or ~~career~~ future jobs as seen in the titles.

~~Some indications~~ Both graphs show that women make up a good percentage of university students as seen in the first infographic stating 54.4% of students are female.

Some implications that this may have is the roles of grand parents becoming more important due to the fact that women have the same opportunities as men in regards to study meaning that there is a possibility that both parents may be studying relying on grand parents to take care of their children.

Analysing Spanish texts in English

This response provides:

- two possible contexts for the graphs
- an appropriate audience
- evidence from the text to draw inferences about values in Spanish society.

I believe that two possible publications may be a university advertisement or a magazine in regards to women's rights.

This may be used for a university advertisement directed towards women in Spain due to the first infographic stating that women have a majority of students in universities which ^{possibly} was not the case in society around 100 years ago.

Another publication this may be found in could be a magazine related to ^{Spanish} women's rights. This may be because the first infographic shows a majority of women in universities which may be used to show women in Spain that they have the same rights or chances as men do.

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- when awarding marks for the characteristic of 'analysis and evaluation' at the mark ranges of 10–11, some justification needs to be evident in the response to demonstrate comprehension and evaluation about why the decision was valid
- marks are awarded for information that has been extrapolated from the stimulus texts when students 'evaluate information and ideas to draw conclusions and justify'. Marks are not awarded for general knowledge or evidence not contained in the stimulus texts
- matches to characteristics are only awarded when a response is provided for each specific question. For example, marks for tone are only awarded for the question about tone
- matches to characteristics are not awarded when the incorrect stimulus is referenced
- matches to characteristics are appropriately awarded when the 'context' or 'audience' of a stimulus is accurately and specifically identified in responses. For example, the context must be inferred in the stimulus rather than being stated
- the second characteristic in the ISMG is dependent on the understanding of 'context' and/or 'audience'. When context and/or audience is not identified correctly, lower mark ranges are appropriate.

Additional advice

- Knowledge of the characteristics in ISMGs is critical to making accurate judgments about the evidence in student responses — accessing sample responses on the QCAA Portal that show matches to qualifiers provide additional support about making judgments.
- All stimulus should be clearly labelled, and each question should refer to the correct stimulus.
- Setting a response space that is fixed and of reasonable size with instructions directing students to respond within the marked area will assist in ensuring response are within the word length.

Internal assessment 2 (IA2)

Examination — combination response (30%)

Internal assessment 2 (IA2) is a combination response examination held in two sessions. In Session 1, students analyse Spanish stimulus in English and create Spanish texts using Spanish stimulus. Session 2 comprises of a student-centred conversation (3–7 minutes) where students exchange information and ideas in Spanish with reference to stimulus and unseen questions. The stimulus is varied: visual, written and audio or audiovisual. This examination assesses the application of a range of cognitions to multiple provided items — questions, scenarios and/or problems related to unseen Spanish stimulus texts (written, audio, audiovisual or visual).

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	13
Authentication	0
Authenticity	4
Item construction	5
Scope and scale	2

*Total number of submissions: 21. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- opportunities for students to demonstrate the knowledge and skills required for Unit 3, Topics 2 and 3
- in Session 1, Part 1, more than one question to assess objective 2 successfully
- in Session 2, questions that provided opportunities for unique student responses where students exchange ideas and information for the purposes of constructing their own opinions and drawing conclusions in an open-ended conversation
- relevant and meaningful stimulus where information did not generally lead to a predetermined response.

Practices to strengthen

It is recommended that assessment instruments:

- give students the opportunity to demonstrate all assessable objectives and performance-level descriptors of the ISMG, particularly objective 2
- include questions in the 'sample questions to prompt conversation' that reference the stimulus and allow students to achieve at high performance levels

- provide a question where the response relies on more than one stimulus
- provide sample questions for Session 2 that relate to the subject matter of the unit and are open-ended to allow students to demonstrate their speaking abilities
- do not over-scaffold questions by leading students towards specific aspects of a stimulus when they are speaking in Spanish during the conversation in Session 2
- include instructions such as ‘Respond in English’ or ‘Respond in Spanish’ and ‘Write short answer responses in English’
- include multiple questions for assessing the four assessable elements of objective 2 (tone, purpose, audience, context) rather than one single question as asking students to write about four of these within the 100-word limit will not allow them to demonstrate the higher performance levels.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	6
Language	1
Layout	0
Bias avoidance	2

*Total number of submissions: 21. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- stimulus texts that were accessible to all students
- clear instructions using cues that aligned to the specifications, objectives and ISMG
- adequate space for student responses that reflected the required length of the response
- audio and written stimulus that were engaging, relevant and accessible, ensuring that there was no inappropriate content.

Practices to strengthen

It is recommended that assessment instruments:

- ensure questions refer to the correct stimulus
- provide clear and specific instructions on how to best structure the extended response in Session 1, Part 2
- clearly indicate to respond in English or Spanish depending on the requirements of each part of the assessment
- avoid the use of bold, italics and other formatting features where not relevant
- include questions that are accessible, e.g. asking a question about the impact of migration may affect accessibility for some students

- include an authentic listening text — computer-generated audio may impede comprehension
- provide audiovisual stimulus without subtitles or cues that will compromise students' ability to listen and view
- provide appropriate scaffolding — teachers should ensure that scaffolding does not impede the ability for students to provide opportunities to sustain communication, exchange meaning and provide a spontaneous personal response to the stimulus in Section 2 within the required timeframe.

Additional advice

- Purpose, audience, context and tone (PACT) elements were often not best aligned to the stimulus chosen.
- Carefully consider which PACT elements can be identified in a stimulus when creating questions. Not all stimulus are relevant for all elements of objective 2.
- Context is understood as a place, or timeframe when a stimulus occurs or is created. This can be social, cultural or historical
- All questions for the Session 2 conversation must remain unseen until the conversation with students occurs.
- A wide range of formative opportunities to engage in speaking activities on a range of topics should be provided. The style of question to be asked can be modelled in formative activities; however, the endorsed questions used in the summative assessment are not to be provided to students prior to the assessment.
- Maintaining academic integrity of this instrument involves students not being able to rehearse or read their responses during the spoken conversation — this is not a speech or a prepared response. The emphasis of Session 2 is on spontaneous conversation.
- Comparable IA2 assessment instruments need to incorporate relevant stimulus.
- Ensure the uploaded stimulus matches the IA2 comparable assessment.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Analysing Spanish texts in English	71.43	28.57	0
2	Creating Spanish texts with Spanish stimulus	81.82	18.18	0
3	Exchanging information and ideas in Spanish	88.31	9.09	2.6

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- in the Analysing Spanish texts in English criterion, inferences about meaning, values and attitudes were relevant and appropriate to the content of the stimulus
- in the Exchanging information and ideas in Spanish criterion, responses provided a personal response to justify ideas and opinions.

Samples of effective practices

The following is an excerpt from a response that illustrates the characteristics for the criterion at the performance level indicated. The sample may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have occurred throughout the response.

<p>Exchanging information and ideas in Spanish (10 marks)</p> <p>This response demonstrates:</p> <ul style="list-style-type: none">• synthesis of most relevant information and ideas in texts to draw valid conclusions with justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas• proficient application of conventions and use of language features with occasional errors in a spoken conversation in Spanish to respond to the stimulus related to socialising and societal issues and/or ideas• use of strategies to maintain communication to provide a personal response related to socialising and societal issues and/or ideas.	<p>IA2 Session 2 audio sample (MP3; 39 seconds)</p> <p>Transcript</p> <p>Creo que es muy importante ser de un grupo social como adolescente porque aydua a la salud mental. Me gusta ser parte de un grupo social porque estoy con otras personas con los mismas ideas y morales. En el futuro creo que seguiría siendo muy importante para la salud mental de las personas el ser parte de un grupo social.</p>
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Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- responses are checked carefully to ensure they include evidence that supports conclusions and decisions, and are marked appropriately
- context needs to be inferred from the stimulus. Marks cannot be awarded when the context is stated or if the context is too general. For example, ‘the context of stimulus 1 is Spain’ is not an appropriate answer

- when context is not identified correctly, mark ranges of 6–7 may be more appropriate
- for the Creating Spanish texts with Spanish stimulus criterion, marks should not be awarded in the higher performance level if students do not use language elements discerningly. It is expected that this will include grammatical and lexical features that are reflective of the final year of senior Spanish
- in exchanging information and ideas in Spanish, responses are a ‘two-way’ conversation. Responses need to include strategies to generate and maintain communication with spontaneity. However, students should not be ‘rescued’ or ‘prompted’ by the teacher
- in Session 2, the conversation should include little scaffolding by the teacher to ensure the student response is able to be developed fully within the expected timeframe
- marks awarded at the highest performance level have evidence ‘of generating conversation’ for Session 2
- in Session 2, student responses must include a response to stimulus used in Session 1
- in Session 2, rehearsed responses should not be awarded at the higher performance levels — this is not a prepared response; the emphasis is on spontaneous conversation
- schools implement their policies on word and time limits to ensure these reflect the specifications of the syllabus
- strategies for managing response length according to each school’s assessment policy must be consistently applied.

Additional advice

- The quality of the audio/videos needs to be checked for clarity prior to uploading for confirmation.
- The uploaded audios need to be checked to ensure that they are the correct files, and that there is no missing evidence.

Internal assessment 3 (IA3)

Extended response (30%)

Internal assessment 3 (IA3) is an extended response with two components. Part 1 requires students to analyse Spanish stimulus in Spanish over a period that includes class time and home time (2–3 weeks). Stimulus is varied: visual, written and audio or audiovisual. The student analysis is delivered as a multimodal presentation (4–8 minutes) in Spanish. Part 2 is a student-centred conversation (5–7 minutes) in Spanish using unseen questions.

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	10
Authentication	0
Authenticity	2
Item construction	1
Scope and scale	3

*Total number of submissions: 21. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- authentic stimulus texts that cover a range of text types
- opportunity for students to provide unique student responses
- relevant stimulus containing content that does not lead to a predetermined student response.

Practices to strengthen

It is recommended that assessment instruments:

- provide more than one image as visual stimulus, each of which can include up to 60 words
- include unseen stimulus that have a minimum combined word length of 400 words
- attach the 'studied in class' stimulus to the endorsement submission
- provide an appropriate context for the extended response
- include stimulus that are complex enough to allow students to demonstrate the full range of performance standards as described by the ISMG
- include stimulus that contain enough language or content for students to sufficiently demonstrate the assessment objectives
- record the audio stimulus text at a speech rate appropriate for the level required for Unit 4
- have stimulus texts that are rigorous and appropriate for Unit 4, covering a wide range of grammatical structures for the final unit of senior schooling.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Bias avoidance	2
Language	1
Layout	0
Transparency	0

*Total number of submissions: 21. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- clear language using cues that instruct students explicitly about what they need to do
- accurate spelling, grammar, punctuation and other textual features in Spanish
- stimulus that were engaging, relevant and accessible to all students, without inappropriate content.

Practices to strengthen

It is recommended that assessment instruments:

- include audio stimulus where the pace and clarity are suitable for listening purposes but also represent a suitable level for Unit 4 and the final unit of secondary schooling
- have stimulus and questions that are accessible to all students
- include audio that clearly differentiates between speakers.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Analysis Spanish texts in Spanish	83.33	13.1	3.57
2	Exchanging information and ideas in Spanish	82.74	15.48	1.79

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- in Part 1, the purpose, audience, context and tone in stimulus were clearly identified in responses
- in Part 2, responses to spontaneous questions in Spanish elaborated with details, anecdotes and further details.

Samples of effective practices

There are no student response excerpts because either the student/s did not provide permission or there were third-party copyright issues in the response/s.

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- when awarding the higher level marks on the ISMG, that the response analyses and evaluates the chosen stimulus purposefully and explicitly in Part 1 and this is then applied to personal experiences
- schools implement their policies on time limits to ensure these reflect the specifications of the syllabus
- in Part 1, responses that exceed the time limit are marked accordingly in terms of perceptive and discerning responses
- in Part 2, responses are student-centred. Teachers should limit the amount they speak during the 3–7 minute conversation
- students be purposefully guided through the student-centred conversation to ensure they do not speak for longer than the prescribed time limit. Conversations that exceed the time limit are marked accordingly
- in Part 2, responses include strategies to generate and maintain communication, e.g. responses need to seek clarification about questions, unfamiliar words/ideas, or request repetition, slower speed or ask a question of the teacher.

Additional advice

- Files need to be checked for completeness after they have been uploaded to the QCAA Portal.
- Provide questions that allow for a personal individual perspective.
- Ensure students record their presentations in the correct format from the onset, e.g. MP4.

External assessment

Examination — combination response (25%)

Assessment design

Assessment specifications and conditions

Summative external assessment is developed and marked by the QCAA. In Spanish, it contributes 25% to a student's overall subject result.

The summative external assessment covers the subject matter from Unit 4. The examination assesses the application of a range of cognitions to multiple provided items — questions related to unseen Spanish stimulus texts, questions, scenarios and/or problems.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

This examination is a combination of extended and short responses in English and Spanish related to three to six unseen Spanish stimulus texts. Spanish stimulus written text/s and transcripts of 500–800 words in length, when combined.

The assessment instrument consisted of one paper. Questions were derived from the context of the topics and subject matter of Unit 4. This assessment was used to determine student achievement in the following assessment objectives:

1. comprehend Spanish to understand information, ideas, opinions and experiences related to finishing secondary school, future plans and responsibilities
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to finishing secondary school, future plans and responsibilities
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
4. apply knowledge of Spanish language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to finishing secondary school, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities.

Criterion: Analysing Spanish texts in English and Spanish

The criterion requires students to:

- respond to three to six Spanish stimulus texts, of which at least one is written, and one is audio or audiovisual, which are
 - authentic
 - related to the Unit 4 subject matter
 - written text/s and transcripts of 500–800 words in length, when combined.
- respond in English and Spanish to unseen questions, scenarios and/or problems, e.g.
 - interpreting graphs, tables or diagrams
 - completing items requiring short and/or extended responses
 - responding to unseen stimulus texts
 - interpreting ideas and information in Spanish texts
- analyse, synthesise and evaluate questions, scenarios and/or problems in response to Spanish text/s
- write in full sentences, where appropriate, constructing a response so that ideas are maintained, developed and justified.

Criterion: Creating Spanish texts

- Students respond in Spanish to unseen questions, scenarios, problems and/or Spanish stimulus.

Conditions

- Time: 120 minutes plus 5 minutes perusal.
- Length:
 - responses in English
 - written short answer responses, up to 100 words per item
 - total response of 300–400 words
 - responses in Spanish
 - written short answer responses up to 100 words per item
 - written extended answer responses of 200–300 words
 - total response of 400–600 words

The stimulus was one audio and two written texts, which were designed to elicit perspective on the topic of reflecting on end of school lives.

Paper 1 was divided into three sections:

- Section 1 (22 marks)
 - 4 short response questions
 - Respond in English
- Section 2 (16 marks)
 - 2 short response questions
 - Respond in Spanish

- Section 3 (21 marks)
 - 1 extended response question
 - Respond in Spanish.

Assessment decisions

Overall, students responded well to the following assessment aspects:

- Syllabus objective 1: Comprehend Spanish to understand information, ideas, opinions and experiences.
- Students generally demonstrated comprehension of Spanish presented in spoken and written modes.
 - In Section 1 (Short response in English), this could be seen when students provided examples as justification of their responses to an item and/or when required to list information.
 - In Section 2 (Short response in Spanish), this could be seen when students referred to relevant parts of the written stimulus texts to provide appropriate evidence for their responses.
- Section 3: Extended response in Spanish.
 - Students generally provided responses to the task that were developed in Spanish as required for the item — reliance on English words or phrases to express meaning was identified in few responses.
 - Students generally addressed relevant topics in their extended written response in Spanish, which they could then craft into well sequenced and synthesised texts.

Effective practices

There are no student response excerpts because either the student/s did not provide permission or there were third-party copyright issues in the response/s.

Practices to strengthen

It is recommended that when preparing students for external assessment, teachers consider:

- teaching students to understand and recognise context, audience, purpose and tone as per the syllabus glossary
- leading students to support each conclusion or decision made about a text's meaning with an example or evidence also found within the text
- developing student vocabulary so that they are able to paraphrase and rephrase references to the stimulus when responding in Spanish — avoiding using direct quotations from the text in responses given in Spanish that are not their own use of language
- strategising with students about how to structure, sequence and synthesise extended responses so that the prescribed word length (e.g. 200–300 words) is effectively observed.