

Spanish subject report

2021 cohort

February 2022



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Introduction

Despite the challenges brought about by the COVID-19 pandemic, Queensland's education community can look back on 2021 with satisfaction at having implemented the first full assessment cycle in the new Queensland Certificate of Education (QCE) system. That meant delivering three internal assessments and one external assessment in each General subject.

This report analyses that cycle — from endorsing summative internal assessment instruments to confirming internal assessment marks, and designing and marking external assessment. It also gives readers information about:

- applying syllabus objectives in the design and marking of internal and external assessments
- patterns of student achievement.

The report promotes continuous improvement by:

- identifying effective practices in the design and marking of valid, accessible and reliable assessments
- recommending where and how to enhance the design and marking of valid, accessible and reliable assessment instruments
- providing 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
- assist in assessment design practice
- assist in making assessment decisions
- help prepare 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 (AS) and Senior External Examination (SEE) subjects, where relevant) and General (Extension) subjects.

Report preparation

The report includes analyses of data and other information from endorsement, confirmation and external assessment processes. It also includes 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 completion

The following data includes students who completed the General subject or AS.

For the purposes of this report, while the 2021 summative units for the AS are AS units 1 and 2, this information will be included with the General summative Units 3 and 4.

Note: All data is correct as at 17 December 2021. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered the subject: 19.

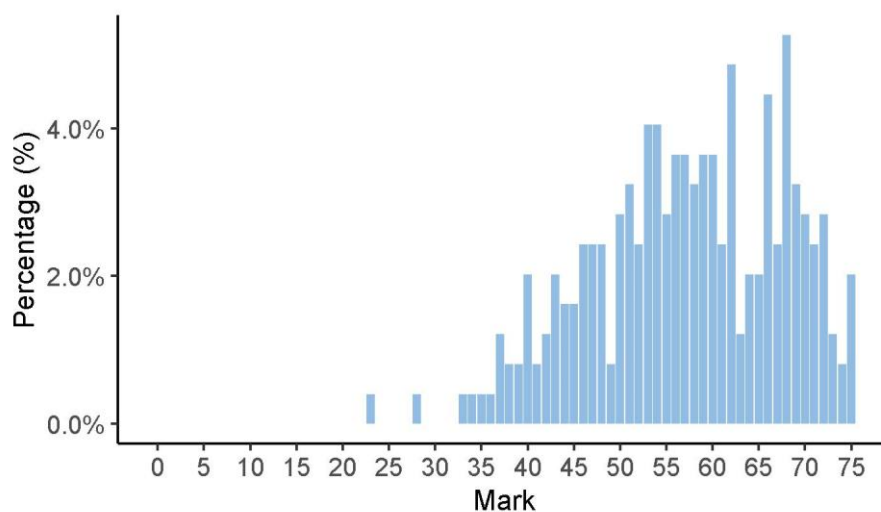
Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	277	265	247

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	272	5
Unit 2	260	5

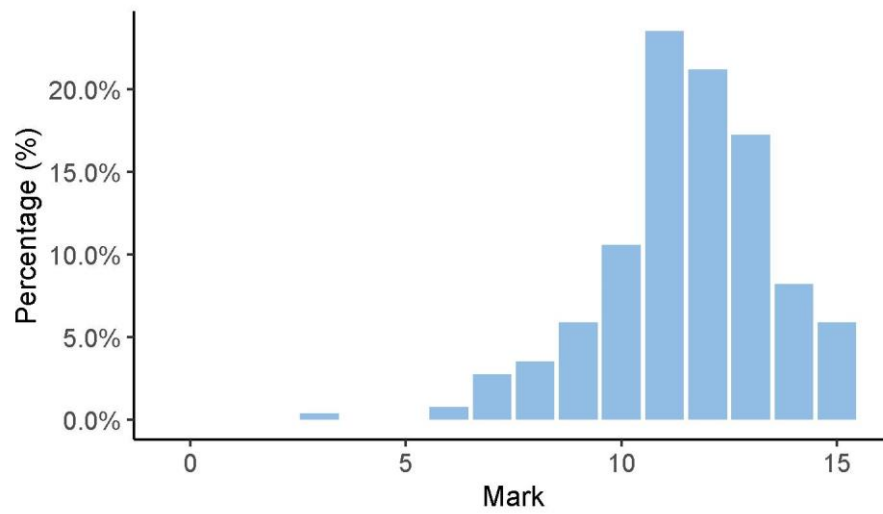
Units 3 and 4 internal assessment (IA) results

Total marks for IA

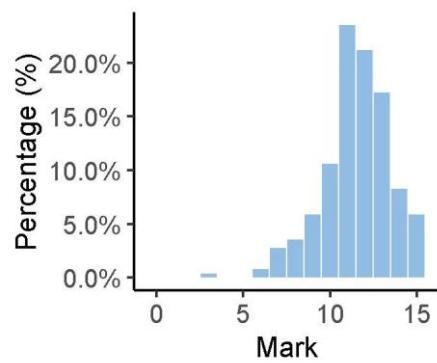


IA1 marks

IA1 total

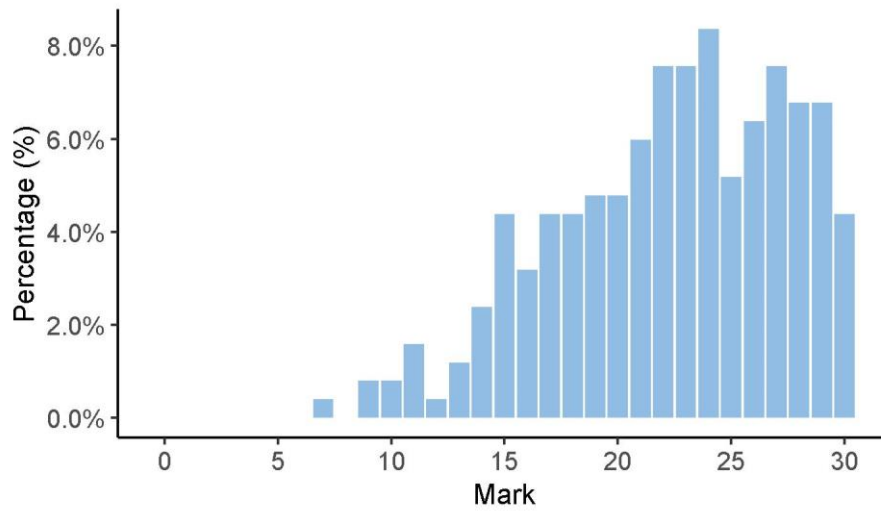


IA1 Criterion: Analysing Spanish texts in English

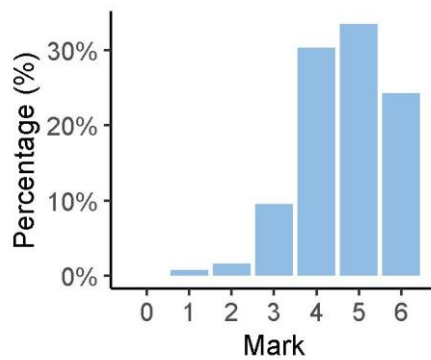


IA2 marks

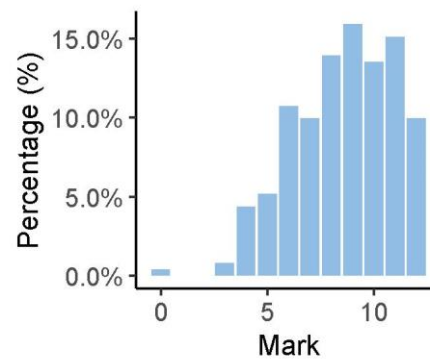
IA2 total



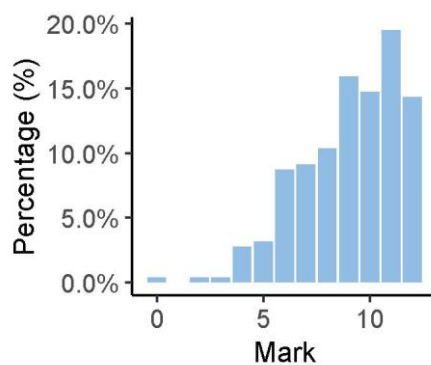
IA2 Criterion: Analysing Spanish texts in English



IA2 Criterion: Creating Spanish texts with Spanish stimulus

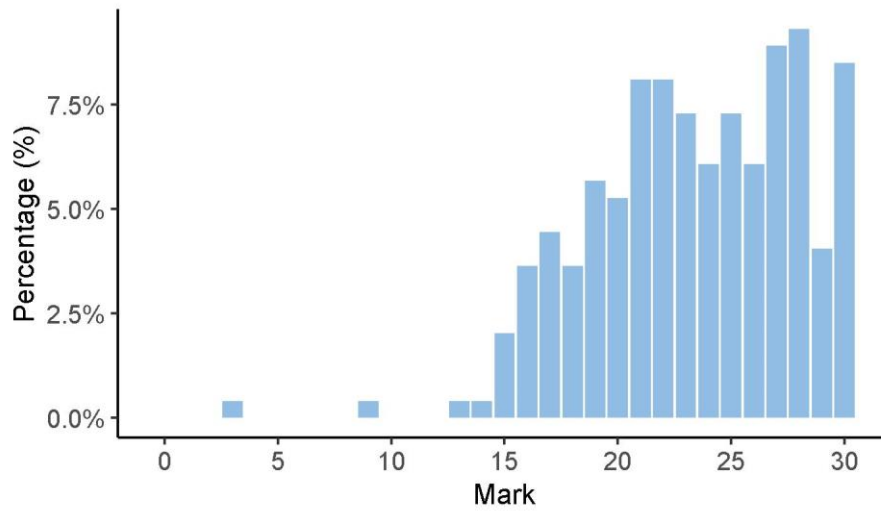


IA2 Criterion: Exchanging information and ideas in Spanish

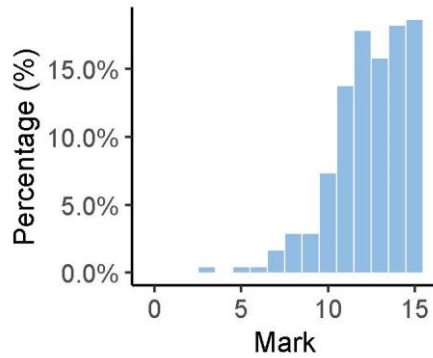


IA3 marks

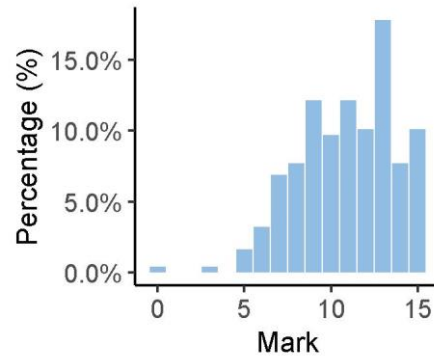
IA3 total



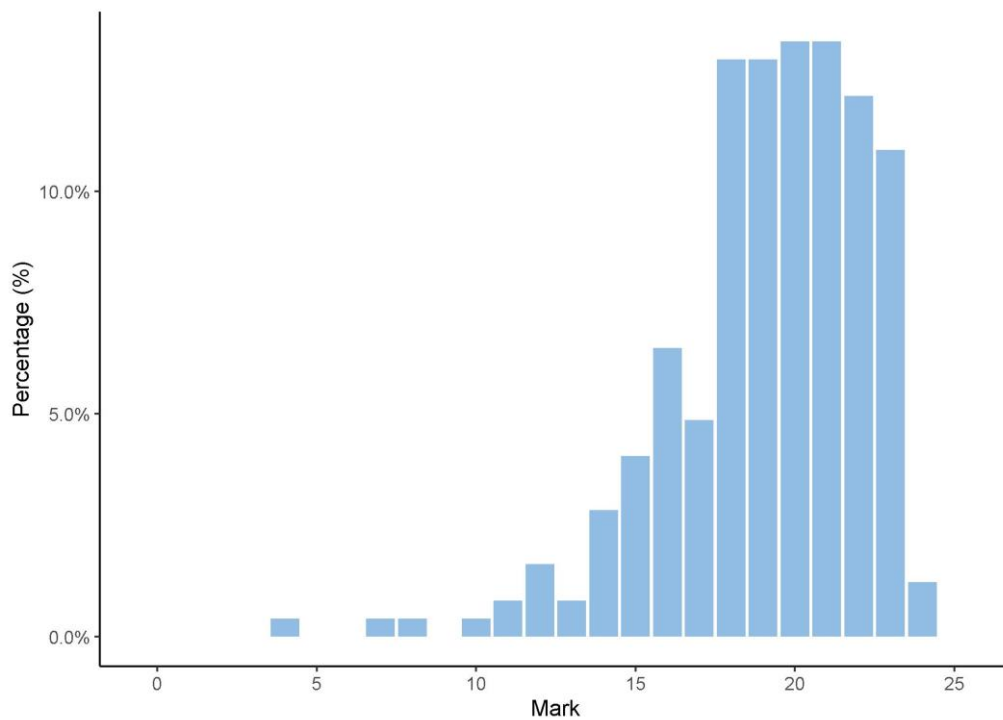
IA3 Criterion: Analysing Spanish texts in Spanish



IA3 Criterion: Exchanging information and ideas in Spanish

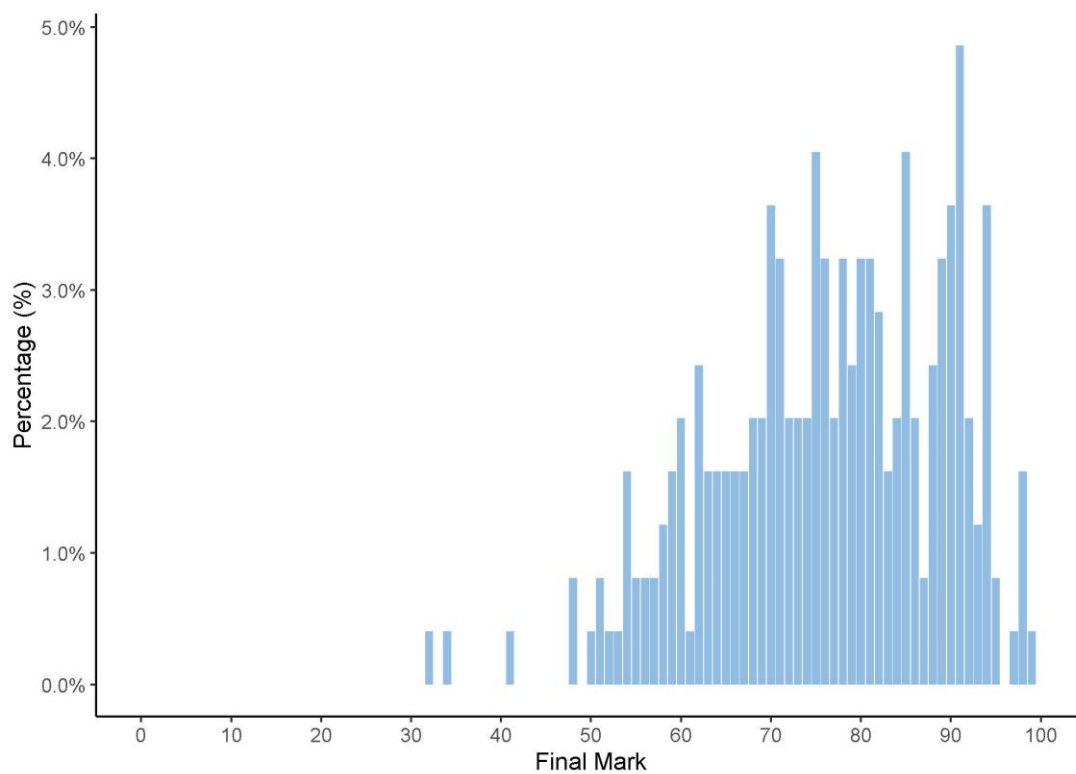


External assessment (EA) marks



Final subject results

Final marks for IA and EA



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	100–81	80–64	63–42	41–16	15–0

Distribution of standards

The number of students who achieved each standard across the state is as follows.

Standard	A	B	C	D	E
Number of students	101	103	40	3	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 section 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 the subject matter and the assessment objective/s.

Refer to the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	18	18	18
Percentage endorsed in Application 1	17%	28%	17%

Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. The QCAA uses provisional criterion marks determined by teachers to identify the samples of student responses that schools are required to submit for confirmation.

Confirmation samples are representative of the school's decisions about the quality of student work in relation to the ISMG and are used to make decisions about the cohort's results. If further information is required about the school's application of the ISMG to finalise a confirmation decision, the QCAA requests additional samples.

Schools may request a review where an individual student's confirmed result is different from the school's provisional mark in one or more criteria and the school considers this result to be an anomaly or exception.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section of this report for each assessment instrument identifies the agreement trends between provisional and confirmed marks by criterion.

Number of samples reviewed and percentage agreement

IA	Number of schools	Number of samples requested	Number of additional samples requested	Percentage agreement with provisional marks
1	18	108	47	27.78%
2	18	94	46	61.11%
3	18	90	41	44.44%



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 stimulus (Syllabus section 4.6.1).

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 priority	Number of times priority was identified in decisions*
Alignment	8
Authentication	0
Authenticity	0
Item construction	7
Scope and scale	6

*Each priority might contain up to four assessment practices.

Total number of submissions: 18.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided students the opportunity to demonstrate their understanding of the subject matter
- addressed all assessment specifications
- selected stimulus of varying text types, appropriate to the unit of study
- questions that allowed students to demonstrate the range of performance levels in responses of up to 100 words for each question.

Practices to strengthen

It is recommended that assessment instruments:

- provide stimulus that are complex enough to allow students to demonstrate the range of cognitions in the ISMG
- include stimulus that are relevant to the task, suitable in scope and scale and, when uploaded, include the correct and relevant file

- allow students the opportunity to cover all elements of Assessment objective 2 — context, purpose, audience and tone — in the questions
- include stimulus of 500–800 words when combined
- include questions that are not over-scaffolded or have cues to comprehension of the stimulus or to the expected answers, e.g. the word ‘conflict’ included in the question
- include a visual stimulus with no more than 60 words
- include an audiovisual stimulus with no written text or subtitles
- align with the subject matter that is being assessed in IA1.

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 priority	Number of times priority was identified in decisions*
Bias avoidance	2
Language	1
Layout	3
Transparency	6

*Each priority might contain up to four assessment practices.

Total number of submissions: 18.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- avoided bias and inappropriate language
- were well constructed and allowed for unique student responses, where appropriate
- used accurate language and grammar in the stimulus
- provided appropriate space so students understood the response was a maximum of 100 words.

Practices to strengthen

It is recommended that assessment instruments:

- clearly state in the instructions that responses are in English
- avoid any language errors in Spanish that may lead to possible misinterpretation of the text, e.g. *Varones* vs. *Barones*
- provide response space to reflect the response length required by the syllabus
- ensure the audio stimulus is recorded with different voices when two speakers are featured. Each speaker should be clearly identifiable
- include the syllabus word limit in each question

- ensure questions do not include cues to the stimulus or expected answers
- ensure the stimulus is legible so that all students are able to engage with it. Stretched images tend to be unclear and for that reason, they should not be used.

Additional advice

- The visual stimulus must not contain more than a maximum of 60 words in Spanish.
- The audiovisual stimulus must not contain any subtitles, words and/or other cues that would lead students to the expected response.
- Schools must apply a word limit policy for responses that exceed 100 words.
- The stimulus must be aligned with the subject matter of Unit 3.
- The assessment instrument and stimulus distributed to students must be downloaded from the QCAA Endorsement application to ensure the correct version of the endorsed instrument and stimulus are administered.
- Indicative responses are highly recommended. These should be written in full sentences and model expected responses at highest performance levels. By preparing indicative responses at the time of assessment design, teachers can ensure questions are clear and provide sufficient opportunity for students to achieve at the highest standards within the assessment conditions and specifications.
- Indicative responses will also assist endorsers to confirm that the responses are achievable.

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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing Spanish texts in English	27.78%	33.33%	0%	38.89%

Effective practices

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

- schools applied the glossary definitions of *context*, *audience* and *tone* appropriately
- comprehension of Spanish language was appropriately applied
- student responses were marked according to the requirements of the question
- student responses requiring evaluation and analysis were clearly stated and justified using evidence found in the stimulus.

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 excerpt may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

This student response excerpt has been included:

- to demonstrate perceptive identification of the perspective and tone to draw valid and justifiable interpretations within the syllabus word limits.

<p>Analysing Spanish texts in English (15/15 marks)</p> <ul style="list-style-type: none"> • perceptive identification of tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to relationships and roles in society • discerning analysis and evaluation of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to relationships and roles in society 	<p>The speakers are arguing in stimulus 2. The speakers are a brother, a sister and their father.</p> <p>The sister is frustrated with her family because they are sexist, for example she says she feels discriminated because she has to cook and clean the clothes while her brother can play soccer with his friends. The father has a protective tone, for example he says it is not safe for the daughter when she says she can't do anything. The brother is resentful of the sister because she was gifted a car and he wasn't. The stimulus</p>
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Practices to strengthen

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

- only the language evidenced in the stimulus can be used to support and justify answers to questions
- in the visual text, the response cannot rely on graphical material alone. Language evidence must be provided
- student responses cannot be considered beyond 100 words
- when identifying audience, a specific group (relevant to the stimulus) must be identified
- when awarding marks for comprehension, the response must include a wide range of information from the stimulus
- marks for context, audience, purpose and tone can only be awarded when the question asks specifically for that specific element
- context must be descriptive enough and identified clearly, including justification, such as description of an environment in which an event occurs/context of the situation and its specific features

- adjectives to describe tone need to be more descriptive and replaced by more specific words. 'Informative' and 'formal/informal' are not acceptable as tones. The language should indicate or convey emotion, feeling or attitude to subject matter and/or audience
- when awarding marks for comprehension, the responses must include a wide range of information from the stimulus
- quoting whole sentences from the text/s should be avoided as it does not indicate comprehension of the information and/or ideas. Students should paraphrase and be encouraged to formulate their own unique answers
- when identifying audience, a specific group must be identified relevant to stimulus. It is not acceptable to make generalisations, e.g. 'Latinos' is not acceptable as an audience
- when awarding marks for the justification of opinions, ideas and perspectives, student responses need to include explanations supported by the stimulus
- if student responses include incorrect information from the stimulus, then comprehension cannot be considered as thorough.

Additional advice

- Schools should continue to instruct students to provide justification from the text in English rather than Spanish.
- Schools should apply their school assessment policy to responses that exceed the 100-word limit, and provide clear annotations on the student response and ISMG to describe how the policy has been applied.
- When student work is matched to all three descriptors in the same performance-level descriptor, the higher mark of the performance-level descriptor must be awarded. When marks are awarded for identification of purpose, audience, context and tone, responses must be checked carefully to ensure the evidence is from the stimulus and not from general knowledge.
- When marks are awarded for appropriate identification of context, the evidence inferred from the stimulus can include such information as where the text can be found or the environment (place and time) in which it was created, including any relevant general social, historical and cultural conditions inferred from the stimulus.
- when marks are awarded for information that has been extrapolated from the stimulus — not from general knowledge — the identification of a 'social context' that is inferred from the student's background or previous knowledge, rather than from information and ideas in the text, must not be considered either adequate or valid.
- Marks must not be awarded when a student provides a response to a different question or refers to an incorrect stimulus, e.g. the identification of tone when the question requires the identification of audience.



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. Stimulus includes visual, written and audio/audiovisual stimulus (Syllabus section 4.6.2).

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 priority	Number of times priority was identified in decisions*
Alignment	12
Authentication	0
Authenticity	1
Item construction	10
Scope and scale	5

*Each priority might contain up to four assessment practices.

Total number of submissions: 18.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- allowed students to demonstrate the knowledge and skills required for Unit 3, Topics 2 and 3
- selected stimulus that were relevant and applicable to the subject matter.

Practices to strengthen

It is recommended that assessment instruments:

- provide students the opportunity to answer at least one question that relies on more than one stimulus
- allow students to engage with all stimulus
- include an audio stimulus recorded at a pace that is consistent with a Year 12 standard

- must not include English language in the stimulus. Any over-scaffolding in English in the audio recording must be avoided
- include questions that address the subject matter for Unit 3 Topic 2: Socialising and connecting with my peers and Unit 3 Topic 3: Groups in society. The task must require students to engage with the relevant subject matter to provide them with sufficient opportunity to achieve the assessment objectives and match the highest performance-level descriptors of the ISMG
- do not contain cues in the questions that give clues to the stimulus
- have a combined stimulus length not exceeding 800 words, including the written stimulus and the audio stimulus
- allow students to demonstrate each component of objective 2
- do not include questions that require students to identify several cognitions in the one question, e.g. a question that requires students to identify context, audience, purpose and tone as well as infer values and attitudes is not achievable within the 100-word limit
- ensure the extended response question directs students to refer to more than one stimulus from Session 1 Part 1
- include a visual stimulus that does not include more than 60-words
- include a visual stimulus that presents a different perspective to the stimulus used in Session 1. Note that a different perspective does not necessarily mean new subject matter
- incorporate questions as sample questions that clearly direct students to refer to the new stimulus of Session 2 as well as those used in Session 1
- incorporate questions as sample questions that clearly direct students to provide a personal perspective.

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

*Each priority might contain up to four assessment practices.

Total number of submissions: 18.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- included stimulus accessible to all students, with adequate space provided for their answers
- provided stimulus with appropriate content and engaging information for students.

Practices to strengthen

It is recommended that assessment instruments:

- include a clear layout without distracting features, e.g. words bolded unnecessarily
- provide a stimulus during Session 2 that offers opportunities for students to maximise their achievement on the ISMG. This is important when aiming for sustaining communication, exchanging meaning, and providing a spontaneous personal response
- include instructions that are consistent and clear for students, especially when indicating which stimulus they need to refer to
- ensure that in Session 1 Part 2, a question is provided that elicits a personal perspective in student responses to the assessment item.

Additional advice

- The visual stimulus should contain no more than 60 words in Spanish for Session 1 and no more than 60 words in either English or Spanish for Session 2.
- The audiovisual stimulus must not contain any subtitles, words and/or other cues that would lead students to the expected response.
- Schools need to apply a word/time limit policy for responses that exceed 100 words in Session 1 Part 1, 300 words in Session 1 Part 2, or 7 minutes in Session 2.
- The stimulus must be aligned with the relevant subject matter.
- When writing questions, carefully consider the syllabus glossary definitions of *audience*, *context* and *tone*. Ensure the questions guide students to achieve objective 2 as intended by the syllabus.
- The task questions must ask students to provide information/analysis/evaluation that can be drawn from stimulus. Providing an answer that is not drawn from the stimulus text does not show comprehension.
- The evaluation of stimulus must be justified with language evidence.

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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing Spanish texts in English	88.89%	11.11%	0%	0%
2	Creating Spanish texts with Spanish stimulus	66.67%	11.11%	0%	22.22%
3	Exchanging information and ideas in Spanish	66.67%	0%	5.56%	27.78%

Effective practices

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

- students were given the opportunity in Session 2 to present their personal perspective in their responses and construct their own opinions
- students were given opportunities to show good use of the two stimulus to make an evaluation
- an effective use of stimulus was applied to identify purpose, audience, context and tone elements, particularly audience
- students provided responses that were well justified, and used language evidence to explain their evaluations.

The following are excerpts from responses that illustrate the characteristics for the criterion at the performance level indicated. The excerpts may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

These student response excerpts have been included:

- to demonstrate discerning analysis and evaluation of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas.

Analysing Spanish texts in English (6/6 marks)

- discerning analysis and evaluation of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas (Performance-level descriptor 6)

Analysing Spanish texts in English (6/6 marks)

- neither context nor audience identified as required by the syllabus (Performance-level descriptor 2 for Characteristic 2)

Excerpt 1

Both texts describe the issue of plastic pollution and its effects on the environment. However, stimulus 2 has a more positive approach by discussing the solutions while stimulus 1 mentions how dangerous and ~~big~~ great the environmental impacts are. It does say that 0.8.000 tons of plastic has been melted in the ocean forming ~~many~~ giant plastic landfills across the world's ocean, leading to the deaths of 100.000 marine animals each year. Yet like stimulus 2 provides solutions which are available for business to change their impact by ~~using~~ using sustainable resources and prohibiting plastic use. If both solutions from these texts are used ~~then~~ impact can be decreased. ~~change the impact~~

evaluation

Excerpt 2

The audience of the text is the wider public. The text is very informative and persuasive and is bringing awareness to the issue, ~~but~~ ~~the~~ reach out to as many people. The use of personal pronouns such as "us" and "we put effort" implies ~~the~~ ~~author~~ ~~is~~ ~~trying~~ ~~to~~ ~~reach~~ ~~out~~ ~~to~~ ~~everyone~~, everyone needs to make a change. This also shows that the author values service, compassion to the earth and making a positive change as they are spreading information to fix world problems. The context ~~is~~ ~~the~~ ~~text~~ is a website as textual features such as a 'website bar' (top) and an article with informative body paragraphs are present. This reveals the author's enthusiastic attitude ~~and~~ ~~passionate~~ attitude to making an impact, the author uses exclamation marks and question marks to imply that they have a caring attitude.

inference

Practices to strengthen

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

- context must be descriptive enough and identified clearly, including justification, such as a description of an environment in which an event occurs/context of the situation and its specific features (Session 1 Part 1)
- adjectives to describe tone need to be more descriptive and replaced by more specific words, e.g. 'informative' and 'formal/informal' are not acceptable as tones. The language should indicate or convey emotion, feeling or attitude to subject matter and/or audience (Session 1 Part 1)
- adequate referencing to the stimulus texts is required to meet the assessment criteria (Session 1 Part 2)
- synthesis of ideas needs to demonstrate efficient justification of arguments, as it impacts the flow and the body of the text. The response needs to be cohesive, with a logical transition from one point to another, and be supported by personal opinion/s and/or perspective/s (Session 1 Part 2)

- for a response to be considered discerning, language elements should display complexity and a wide variety of grammatical and lexical features that reflect a student's final year of senior Spanish (Session 1 Part 2)
- students should be taught to paraphrase, rather than give direct quotations, when creating responses in Spanish for either written or spoken tasks. Long direct quotations show only an adequate selection of details from the texts (Session 1 Part 2)
- responses are a two-way conversation. If the teacher asks all the questions, the third characteristic cannot be marked in the highest band because the 'generating and maintaining conversation' requirement will not be met (Session 2)
- hesitant responses that require prompting and do not have enough reference to the stimulus text/s cannot be described as spontaneous (Session 2)
- students must be asked open-ended questions to give them sufficient opportunity to demonstrate their knowledge and understanding of the criterion or criteria and provide an authentic/sufficient response (Session 2)
- responses should be unrehearsed and not overlap with the written response from Session 1. Rehearsed or verbatim responses are not considered to be a conversation, and they should be assessed at a low level for 'provision of an adequate response' (Session 2).

Additional advice

- Teachers need to understand how to apply the ISMG, e.g. three ticks for all characteristics in the band for the 9–10 mark range must be awarded a mark of 10. Refer to the ISMG document on the QCAA Portal.
- Teachers need to indicate clearly the characteristics on the ISMG they have awarded.
- When there are ticks across three different bands, the final mark awarded should be the lower mark in the middle band, e.g. where there is one tick in the band for the 11–12 mark range, a second tick in the band for the 9–10 mark range and a third tick in the band for the 7–8 mark range, the final mark awarded should be 9.
- Schools need to implement their policies on word and/or time limits to reflect the syllabus specifications.
- Strategies for managing response length according to each school's assessment policy must be consistently applied to all responses across the entire cohort, e.g. apply the school assessment policy to only mark the first 100 words of the answer. It cannot be adjusted for an individual student response.
- The quality of the audio recording must be checked for clarity before it is uploaded to the Confirmation application in the QCAA Portal.



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 including holiday time). Stimulus includes visual, written and audio/audiovisual stimulus. 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 (Syllabus section 5.5.1).

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 priority	Number of times priority was identified in decisions*
Alignment	16
Authentication	0
Authenticity	0
Item construction	3
Scope and scale	3

*Each priority might contain up to four assessment practices.

Total number of submissions: 18.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- used a wide variety of stimulus to cover different text types
- offered students the possibility to discuss a variety of perspectives about finishing secondary school and plans
- provided students with the opportunity to sustain communication and exchange meaning in Spanish.

Practices to strengthen

It is recommended that assessment instruments:

- elicit a personal response and are appropriately scaffolded so students have the opportunity to achieve the ISMG requirements

- explicitly direct students to identify tone, purpose, context, and audience so they have the opportunity to achieve the ISMG requirements
- provide students the opportunity to answer questions that relate their presentation, the stimulus texts and Unit 4 subject matter
- include one stimulus text from the prescribed list in the syllabus that must be studied in class. This should be specified and identified upon submission to the QCAA
- include two unseen stimulus, studied outside of class, with a combined word length of between 400 and 700 words
- contain an audiovisual stimulus that does not include written text or subtitles. An audiovisual stimulus is one that is 'viewed and listened to'
- contain an authentic Spanish-speaking context with authentic resources and stimulus.

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 priority	Number of times priority was identified in decisions*
Bias avoidance	0
Language	0
Layout	0
Transparency	8

*Each priority might contain up to four assessment practices.

Total number of submissions: 18.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- avoided inappropriate and/or biased content
- were free of errors, with accurate spelling, grammar, and punctuation
- provided an adequate response space to reflect the syllabus length requirements.

Practices to strengthen

It is recommended that assessment instruments:

- provide instructions in the task information for Part 2 that guide students to complete the task, using cues that align with the syllabus specifications, objectives and ISMG
- include reference in the instructions to the stimulus in Part 2 conversation and how students are to complete this section of the examination.

Additional advice

- The audio or audiovisual stimulus cannot include subtitles, words or cues that would compromise students' ability to listen to and engage with stimulus as per syllabus requirements.
- teachers should provide clear scaffolding of the task, e.g. context statements and instructions need to ensure students understand what is expected from them in Part 1 and Part 2 to demonstrate the full range of performance-level descriptors on the ISMG.
- Provide open-ended questions for Session 2 that centre around information and ideas related to Unit 4 subject matter, which allow students to communicate their ideas and exchange information (including a personal opinion).

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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing Spanish texts in Spanish	77.78%	11.11%	5.56%	5.56%
2	Exchanging information and ideas in Spanish	44.44%	16.67%	5.56%	33.33%

Effective practices

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

- Part 1 responses showed clear and explicit analysis and evaluation of the stimulus, with the student's clear personal justification and conclusions
- In Part 2, student responses demonstrated the application of language conventions and language features and were evaluated within Characteristic 1 of the Exchanging information and ideas in Spanish criterion
- pronunciation and proficiency of the multimodal presentation were evaluated within Characteristic 2 of the Analysing Spanish texts in Spanish criterion
- the presentation included both a formal and personal conclusion
- in Part 2, students were given the opportunity to sustain unprepared/spontaneous communication and exchange meaning in Spanish
- students created or produced information and ideas to maintain the conversation
- schools applied their school assessment policy to manage response length issues.

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 for this IA, it is recommended that:

- student responses need to address purpose, audience, context and tone across all three stimulus and each at least once to satisfy Characteristic 2 of the Analysing Spanish texts in Spanish criterion (Part 1)
- pronunciation and proficiency of the multimodal presentation must be evaluated within Characteristic 2 of the Analysing Spanish texts in Spanish criterion (Part 1)
- responses refer explicitly to each of the IA3 stimulus texts in the extended response (Part 1)
- transcripts are not be considered or relied on unless used to support the low file quality (Part 1)
- analysis and evaluation need to address opinions, ideas and perspectives in stimulus texts with the student's personal justifications and conclusions: Characteristic 3 of the Analysing Spanish texts in Spanish criterion (Part 1)
- marks are not to be awarded in the higher performance level if students do not use language elements discerningly, e.g. use of grammatical and lexical futures that reflect the level of a student's final year of senior Spanish study (Part 1)
- students must exchange and produce information and ideas to maintain and generate the conversation (Part 2)
- rehearsed or verbatim responses are not considered to be a conversation (Part 2)
- the student should not read the script word-for-word in the conversation to answer the teacher's questions (Part 2)
- the teacher's conversation questions should not allow the student to follow the information prepared in the student's script (Part 2).

Additional advice

- Files need to be checked before upload to avoid file error, e.g. file for IA2 submitted instead of file for IA3 Part 2, file does not open, file is inaudible, file is of very low quality.
- Teachers should ensure students understand that they need to identify purpose, audience, context and tone at least once across the three stimulus in their multimodal presentation.
- Students should be encouraged to export their PowerPoint into a video — this allows the duration of the presentation to be checked without having to calculate time of each recording on each slide and it is easier to watch at confirmation, as well as for teachers marking. Also, students can easily see if their presentation is over the time limit and reduce the length if required.
- Characteristic 2 should be marked when assessing pronunciation, while Characteristic 3 refers to grammar and grammatical complexity for the Analysing Spanish texts in Spanish criterion
- When awarding marks for each characteristic, the student work must demonstrate the whole characteristic. Where the whole characteristic is not demonstrated, the lower mark in the range must be awarded.

- Schools must implement their policies on word and time limits to ensure these reflect the specifications of the syllabus. Without the implementation of a school assessment policy, responses that exceed the word/time length cannot be considered perceptive and discerning.
- PowerPoint files should not be used to submit multimodal presentations for IA3 Part 1. Any PowerPoint files should be converted to MP4 before they are uploaded.
- The text to be studied in class should be clearly labelled for submission for QCAA processes.



External assessment

External assessment (EA) is developed and marked by the QCAA. The external assessment for a subject is common to all schools and administered under the same conditions, at the same time, on the same day.

Examination (25%)

Assessment design

The assessment instrument was designed using the specifications, conditions and assessment objectives described in the summative external assessment section of the syllabus. The examination consisted of one paper:

- Paper 1, Section 1 consisted of short response questions (20 marks)
- Paper 1, Section 2 consisted of short response questions (14 marks)
- Paper 1, Section 3 consisted of an extended response task (21 marks)

The examination assessed subject matter from Unit 4. Questions were derived from the context of Topic 1: Finishing secondary school, plans and reflections and Topic 2: Responsibilities and moving on.

The assessment required students to show comprehension and analysis of stimulus texts and to create an extended written response in Spanish to a set task.

The stimulus texts included an audio text and a written text in Spanish for the Section 1 short response in English with four associated questions, and an additional written text in Spanish for the Section 2 short response in Spanish with two associated questions.

Assessment decisions

Assessment decisions are made by markers by matching student responses to the external assessment marking guide (EAMG). The external assessment papers and the EAMG are published in the year after they are administered.

Effective practices

Overall, students responded well to:

- Question 1
- Question 2
- Question 3a.

Samples of effective practices

Short response

Section 1: Short response in English

Question 1

This question required students to identify three emotions expressed through the speakers' tones and justify each with one example from the stimulus.

Effective student responses:

- identified that the female speaker (mother) expressed relief/contentment about the family's past decision to move house and change Ignacio's school when the father was given a new work opportunity, because it allowed the boy to make new friends and create new study habits
- identified that the male speaker (father) felt concern in the past about Ignacio's participation in the first years of high school because he began staying out every night of the week and didn't do his homework
- identified that the male speaker felt pride for Ignacio's improved approach to high school since he is now graduating and heading off to the University of Madrid next year.

This student response excerpt has been included:

- to demonstrate the correct observance of time frame/verb tense in the answer to the question as it provides evidence of thorough and detailed comprehension of the stimulus
- to exemplify the selection of language evidence from stimulus that clearly justifies each element of the response required by the task question.

<p>Identifies three appropriate emotions and one example for each emotion (aligning with the time frames/verb tenses expressed by speakers within the stimulus text). (6/6 marks)</p>	<p>QUESTION 1 (6 marks)</p> <p>Identify three emotions expressed by the speakers in Stimulus 1. Justify your response with an example from the stimulus for each emotion.</p> <p>Nostalgia, concern and relief are felt by the speakers. The speaker's firstly reminisce was about their son Ignacio who is now 18 years old. They say how 'it feels like yesterday when he got his first uniform for school'. Concern was felt for Ignacio because in his first 2 years of secondary school he was would not do homework and go out late every night. The parents feel relieved now because Ignacio is going to Madrid for university and they believe he will get the good 'proper guidance'.</p>
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Question 2

This question required students to identify the two speakers' views of Ignacio and justify each view identified with two examples from the stimulus. (Four examples for two views were required in total.)

Effective student responses:

- identified the views held by each speaker about their son, Ignacio (and not the situation/s discussed)
- identified that the mother felt pleased about Ignacio's progress through schooling because he overcame the difficulties encountered at the beginning of high school, and his current plans to go to university will help him to secure a better future
- identified that the father felt pride for Ignacio because he has now graduated high school and will go to university.

This student response excerpt has been included:

- to demonstrate how the student includes examples of language evidence from the stimulus to justify their analysis of ideas, information and perspectives to draw conclusions about the speakers' views of Ignacio
- to exemplify two clear views stated about Ignacio and two relevant examples presented in English to show comprehension.

<p>Identifies two appropriate views of Ignacio and two examples for each (aligning well with the time frames/verb tenses expressed by speakers within the stimulus text). (6/6 marks)</p>	<p>Question 2. Ignacio's mother views him as a dedicated student who was able to, despite the hard times, finish school and move on to university. This can be seen when she says that the start of Ignacio's secondary school years was "a very hard time" and when she says that she is glad he did not abandon school. Ignacio's father views his son as a good student who always tried his best in school, and he is proud of how far Ignacio has come. This is shown when he says that Ignacio did not do his homework and stayed out late, but then confirms that moving house and school helped his son have a new start. He also says that he is "so proud" of his son's achievements.</p>
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Question 3

This question required students to identify a) a likely audience and b) the purpose of the stimulus and justify each with one example from the stimulus.

Effective student responses:

- identified that a likely audience was young people in Spain who were considering their employment and/or career options
- identified that the purpose of the stimulus was to draw attention to the issue of youth unemployment in Spain.

These student response excerpts have been included:

- to demonstrate the identification of audience and purpose, each justified with a relevant example.

<p>Identifies a likely audience that is specific to the stimulus presented with an example from the text to justify this analysis. (2/2 marks)</p>	<p>Excerpt 1</p> <p>QUESTION 3 (4 marks)</p> <p>a) What is a likely audience for Stimulus 2 in the stimulus book? Justify your response with one example from the stimulus. [2 marks]</p> <p>The likely audience is is young adults living in Spain that are concerned about the living standards of Spanish citizens. The writer states ^{states} "The government needs to focus on and offer more assistance to the people that live and work in Spain." which suggests the audience may ^{be a part} not to take action and have concern for this demographic.</p>
<p>Identifies a relevant purpose that is specific to the stimulus presented with an example from the text to justify this analysis. (2/2 marks)</p>	<p>Excerpt 2</p> <p>b) What is the purpose of Stimulus 2? Justify your response with one example from the stimulus. [2 marks]</p> <p>To raise awareness of Spain's weak economy, they convey this by giving the subject a sense of urgency and reinforcing their concerns with statistics such as '45% of young people are unemployed'.</p>

Section 2: Short response in Spanish

Question 5

This question required students to use Spanish to evaluate what kind of influence the author may have on young people with this text and give two examples from the text as justification.

Effective student responses:

- identified the influence on young people was to be motivated or inspired to pursue their own passion
- went beyond directly quoting from the stimulus text and used their own Spanish to provide examples from the text to justify their conclusions.

This student response excerpt has been included:

- to show thorough comprehension of information gathered from the stimulus paraphrased in a student's own language (not just with direct quotations)
- to demonstrate a complete response to the task set by the question
- to model how the use of Spanish conveyed meaning relevant to the question, although the response contained errors.

The student's analysis of the stimulus text identifies how the author may influence young people and two examples of 'language evidence' from the text are provided. The way that these examples achieve the influence identified is then explained.

(3/3 receptive mode marks)

Spanish is used to respond to this question and although the student's expression includes some errors, meaning is conveyed in a way that the response can be understood — with few errors.

Additionally, where a quote from the text is provided, the student continues to use their own language to explain its meaning, thereby confirming comprehension of the stimulus text. (4/4 productive mode marks)

QUESTION 5 (7 marks)

What influence might the writer of Stimulus 3 in the stimulus book have on young people? Justify your response with two examples from the stimulus.

El autor del estímulo tres podría tener un influencia grande en las vidas de jóvenes. Durante el estímulo el lector puede ver que el blog de Alejandro ha tenido mucho éxito en producir "suficiente dinero" y que sin ayuda de sus padres ha creído este blog, y ahora es tan "independiente". Estos eventos muestran a la audiencia que es posible hacer esto, y posiblemente unas personas va a crear sus propios blogs. También el uso de frases como "sigue tu pasión" y "los sueños pueden convertirse en realidad" dicen al lector que sus vidas pueden ser totalmente lo que ^{qu} lo quieren, y no lo que dicen los padres.

Question 6

This question required students to use Spanish to evaluate what the author's tone revealed about their character/personality and give two examples from the text as justification.

Effective student responses:

- identified a determined, grateful, or other relevant tone used in the text
- drew a conclusion about the author's character/personality that was relevant to the tone identified, e.g. hard-working, confident
- went beyond directly quoting from the stimulus text to use their own Spanish to provide examples from the text to justify each element required by the task.

This student response excerpt has been included:

- to demonstrate comprehension of information gathered from the stimulus paraphrased in a student's own language (not just with direct quotations)
- to demonstrate a complete response to the task set by the question
- to model a use of Spanish that 'conveys meaning relevant to the question', although with some errors.

The student's analysis of the stimulus text clearly identifies a tone and continues to provide an evaluation of the kind of character/personality of the author. Two examples of 'language evidence' from the text are provided — one to justify the tone identified and a second to exemplify the characteristic. However, as the student's example to justify tone is given only as a quote from the text, no mark was awarded for this example because a quote does not show that the language has been understood. (2/3 receptive mode marks)

Spanish is used to respond to this question and although the student's expression includes errors, meaning is conveyed in a way that the response can be understood — with few errors. The quote used is not considered in determining the students' use of language as it is not their own. Despite this, there is enough evidence to award full marks in the productive mode. (4/4 productive mode marks)

QUESTION 6 (7 marks)

What does the tone employed by the writer in Stimulus 3 reveal about their character? Justify your response with two examples from the stimulus.

El tono optimista del estímulo revela que Alejandro es un chico ~~es~~ muy muy positivo ~~es~~ y fuerte. Esto ~~es~~ evidente que Alejandro es fuerte porque aunque sus padres ~~se quieren~~ ^{le} se gustaría Alejandro ser dentista, pero Alejandro prefería seguir ~~sus~~ su pasión. También, ~~se indica~~ el tono optimista se indica que Alejandro es positivo cuando cree que puede ser independiente y viajar por todo el mundo.

Extended response

Section 3: Extended response in Spanish (Question 7)

This section required students to create a text in Spanish that responded to the task. The task included three comments posed in Spanish.

Effective student responses:

- addressed the three points of content outlined in the question and elaborated on all of these by providing details
- observed the contextual information outlined in the question and applied an appropriate register to the text created
- chose relevant information to include in the response, organising it logically (including in paragraphs), and linking ideas to synthesise the text overall
- wrote with accuracy in Spanish to show a broad knowledge of vocabulary, verb forms and sentence structures, applying them appropriately throughout the response

- thoughtfully employed language features and functions to achieve specific purposes within the text
- included textual conventions that aligned the text created with the contextual information outlined by the task.

This student response excerpt has been included:

- to exemplify proficient communication of information through the selection of content, sequencing and synthesis of ideas
- to demonstrate adherence to text type and register directed by the task description
- to illustrate a response that provided evidence of a wide range of vocabulary, grammar and verb tenses with few errors.

<p>Textual conventions: The response includes an opening and closing address to the audience and a statement of purpose. (2/2 marks)</p> <p>Information: The response clearly addresses each of the three bullet-pointed topics and elaborates on these by providing details. (5/5 marks)</p> <p>Meaning: The choice of content used to address the task is thoughtful and well-organised to create the response so that information is presented in a logical way and with fluidity throughout the text. (5/5 marks)</p> <p>Language: Few errors can be identified in each of the students' use of vocabulary, grammar structures and verb tenses (less than 5); there is also a wide range of these language elements used so that repetition is avoided and the breadth of the students' knowledge is shown. (6/8 marks)</p>	<p>Section 3: Extended response in Spanish</p> <p>Question 7.</p> <p>Buenas tardes profesores y estudiantes, Primero, quisiera agradecerle al director de la escuela por darme esta maravillosa oportunidad. Siento que cosas así son muy importantes y esenciales a la hora de tener una comunidad escolar unida. Yo me llamo Tiana y vine a esta escuela como estudiante de intercambio este año. Hoy les hablaré de mis experiencias en el pasado, como involucrarse en la vida escolar y como ustedes pueden mantener sus vidas sociales mientras estudian.</p> <p>Mis experiencias en el pasado me han dado la oportunidad de crecer como persona y entender algunas de las culturas del mundo. Yo crecí en Australia y llevo toda mi vida viviendo allá con mi familia. Iba a una escuela pública y ahí conocí a muchos profesores que me cambiaron la vida. A los 14 años empecé a aprender español, y me enamoré de la cultura latina, y eso es lo que me trajo aquí. Es loco pensar que si no hubiera aprendido este idioma, ahora mismo no estaría aquí hablándoles!!</p> <p>Yo me he involucrado mucho en la vida escolar, y creo que ustedes también deberían hacerlo!! Es una gran oportunidad para conocer a nuevas personas y hacer amigos. Recomiendo que hablen con sus profesores y que les pregunten que clubs y grupos hay en la escuela para que se involucren más! Por ejemplo, yo me uní al grupo de debate en mi escuela y me encantó, tal vez a ustedes también les encantaría!</p> <p>Pero no olviden que la escuela no solo se trata de estudiar, ¡se trata también de crear recuerdos que estarán con ustedes toda la vida! Recomiendo que, al llegar a casa cada día, hagan sus tareas. Después, en la noche tendrán tiempo para salir con amigos y hacer lo que quieran y lo que les guste! Recuerden: ¡Estos son los mejores tiempos de nuestras vidas! ¡Aprovéchenlo y no olviden de divertirse y estudiar! Muchas gracias por haberme escuchado, disfruten su vida escolar.</p>
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Practices to strengthen

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

- encouraging students to paraphrase the excerpts from the stimulus they wish to use as evidence when responding in Spanish by using their own words (synonyms and phrasing), rather than including direct quotations from the provided texts. This would permit students to demonstrate knowledge of Spanish language elements and afford them the opportunity to sequence and synthesise information in the stimulus, without copying and/or plagiarising sentences

- consolidating students' application of grammar rules for writing in Spanish with accurate gender and number agreement, and use of pronouns, possessive adjectives and prepositions/prepositional phrases
- revising the uses of formal and informal language structures, including in singular and plural forms, particularly relating to register and regional norms (i.e. tú: usted: ustedes, and when the use of vosotros is appropriate)
- reinforcing the tools of textual analysis as keys to evaluating and making evidence-based judgments on stimulus texts. Students should have vocabulary in both languages to accurately describe and explain how purpose, audience, context and tone are achieved. Responses that identified 'informal/formal' or 'informative' as a tone were not awarded marks. The analysis of language choices in a text to reveal tone was challenging for many students
- providing more opportunities for students to learn to write topic statements and qualifying sentences that elaborate on the topic in Spanish, e.g. teaching students to set up the topic sentence in the Spanish style of posing a question, and then answer it in the elaboration. This would improve the structure and cohesion in student writing in target language
- encouraging students to develop decoding and deciphering skills. Teachers should provide ample opportunities for students to become resilient and persevere when they are met with words they do not understand in a stimulus
- continuing to teach students to 'error hunt' and proofread for basic orthographical accuracy (spelling, accents, articulated prepositions) as well as agreement in gender and number. Basic inaccuracy in written Spanish was a significant weakness across responses in the Creating Spanish texts criterion
- developing students' capacity to create an extended response in Spanish that adheres to the prescribed word length of between 200 and 300 words
- instructing students not to include personal information (e.g. given name, family name, school name) within their responses to examination questions.