

Spanish subject report

2022 cohort

February 2023



ISBN

Electronic version: 978-1-74378-229-3

 © State of Queensland (QCAA) 2023

Licence: <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** www.qcaa.qld.edu.au/copyright — lists the full terms and conditions, which specify certain exceptions to the licence. |

Attribution (include the link): © State of Queensland (QCAA) 2023 www.qcaa.qld.edu.au/copyright.

Other copyright material in this publication is listed below.

1. With the exception of any third-party material contained within a student response, student responses in this report are licensed under the CC BY 4.0 licence.

Queensland Curriculum & Assessment Authority
PO Box 307 Spring Hill QLD 4004 Australia

Phone: (07) 3864 0299

Email: office@qcaa.qld.edu.au

Website: www.qcaa.qld.edu.au

Contents

Introduction	1
Audience and use	1
Report preparation	1
Subject data summary	2
Subject completion	2
Units 1 and 2 results	2
Units 3 and 4 internal assessment (IA) results	2
Total marks for IA	2
IA1 marks	3
IA2 marks	4
IA3 marks	5
External assessment (EA) marks	6
Final subject results	6
Final marks for IA and EA	6
Grade boundaries	7
Distribution of standards	7
Internal assessment	8
Endorsement	8
Confirmation	8
Internal assessment 1 (IA1)	9
Examination — short response (15%)	9
Assessment design	9
Assessment decisions	11
Internal assessment 2 (IA2)	14
Examination — combination response (30%)	14
Assessment design	14
Assessment decisions	16
Internal assessment 3 (IA3)	18
Extended response (30%)	18
Assessment design	18
Assessment decisions	20
External assessment	23
Examination (25%)	23
Assessment design	23
Assessment decisions	23

Introduction

Throughout 2022, schools and the QCAA worked together to further consolidate the new Queensland Certificate of Education (QCE) system. The familiar challenges of flood disruption and pandemic restrictions were managed, and the system continued to mature regardless.

We have now accumulated three years of assessment information, and our growing experience of the new system is helping us to deliver more authentic learning experiences for students. An independent evaluation will commence in 2023 so that we can better understand how well the system is achieving its goals and, as required, make strategic improvements. The subject reports are a good example of what is available for the evaluators to use in their research.

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

- how schools have applied syllabus objectives in the design and marking of internal assessments
- how syllabus objectives have been applied in the marking of 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, including those that demonstrate best practice.

Schools are encouraged to reflect on the effective practices identified for each assessment, consider the recommendations to strengthen assessment design and explore the authentic student work samples provided.

Audience and use

This report should be read by school leaders, subject leaders and teachers to:

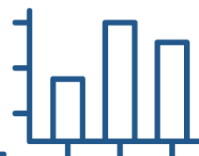
- inform teaching and learning and assessment preparation
- assist in assessment design practice
- assist in making assessment decisions
- help prepare students for external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can use it to 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.

Note: All data is correct as at 31 January 2023. 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: 20.

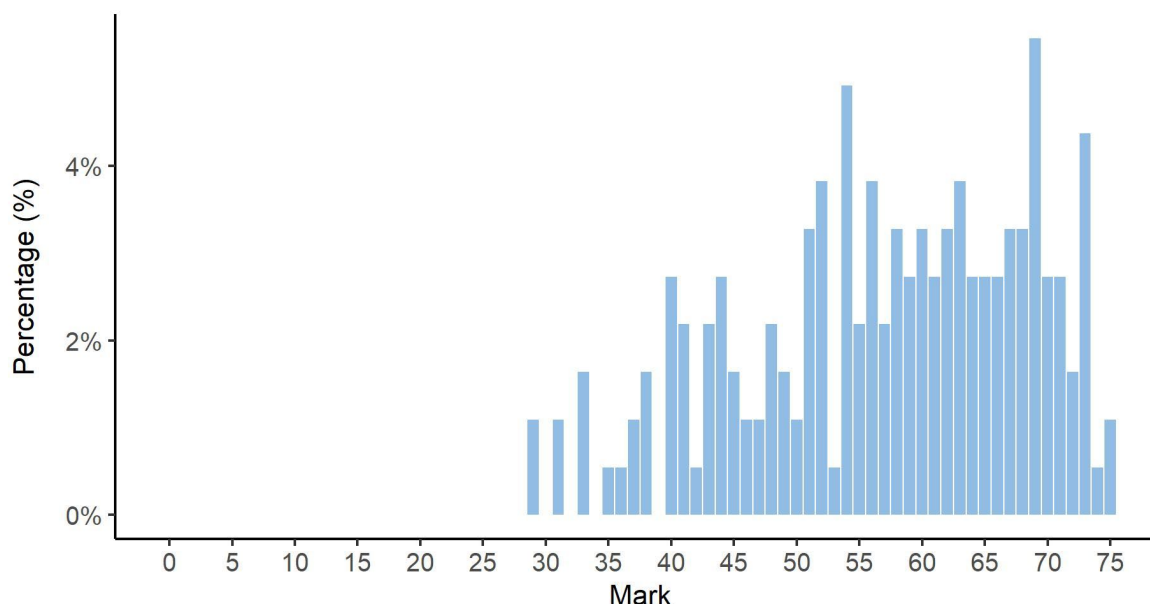
Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	203	195	182

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	199	4
Unit 2	191	4

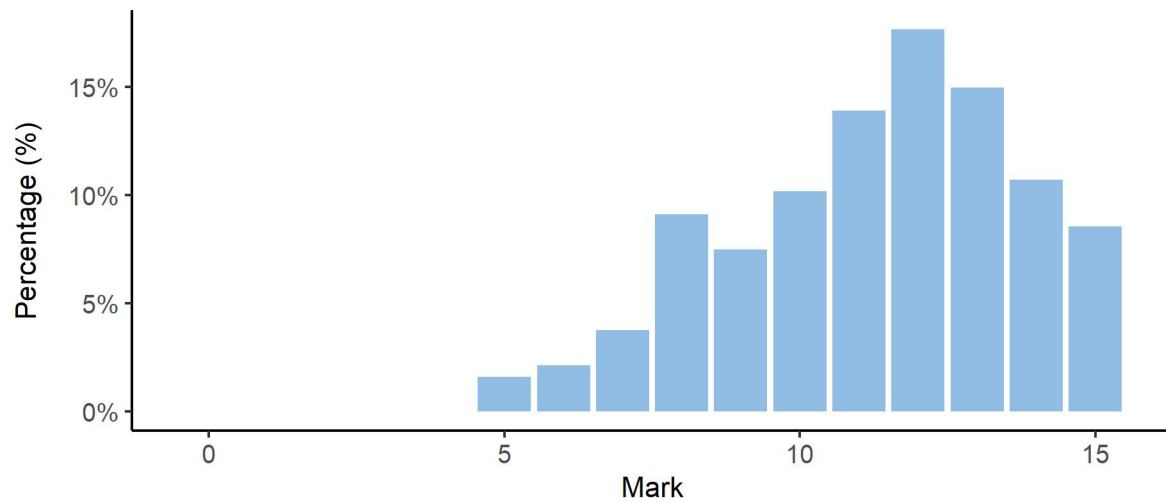
Units 3 and 4 internal assessment (IA) results

Total marks for IA

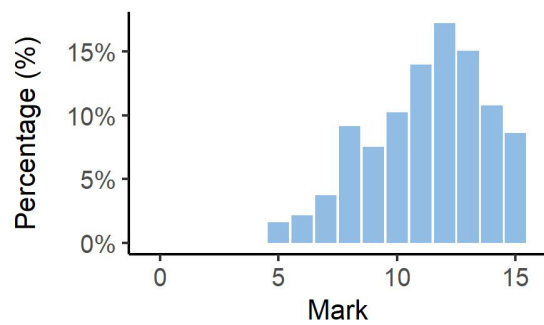


IA1 marks

IA1 total

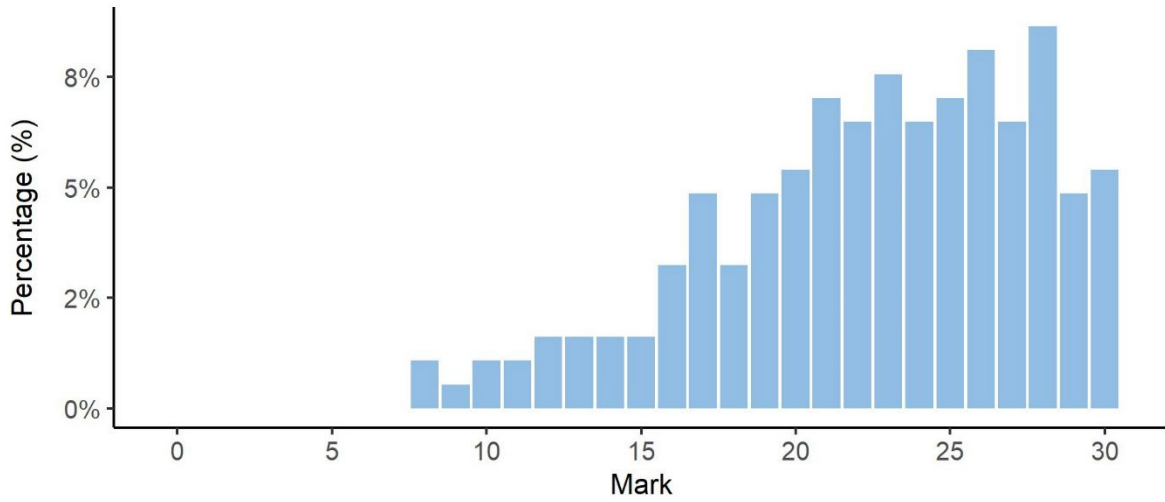


IA1 Criterion: Analysing Spanish text in English

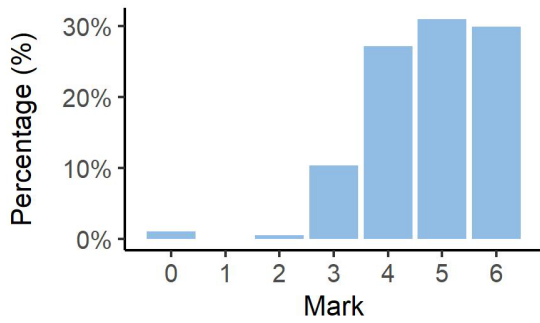


IA2 marks

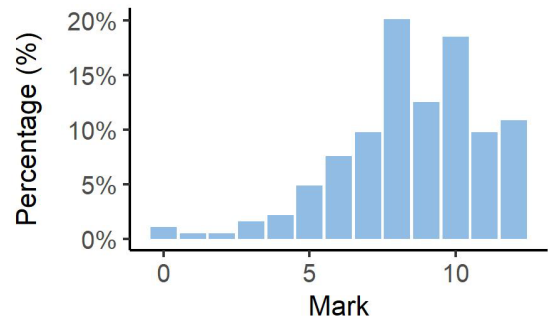
IA2 total



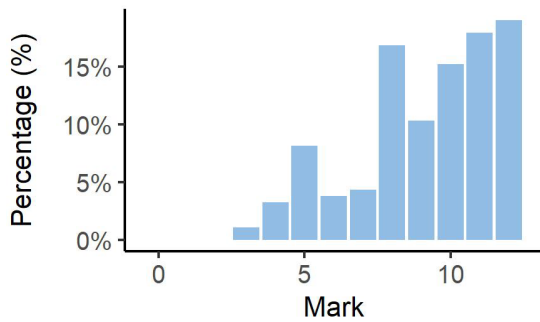
IA2 Criterion: Analysing Spanish text in English



IA2 Criterion: Creating Spanish text with Spanish stimulus

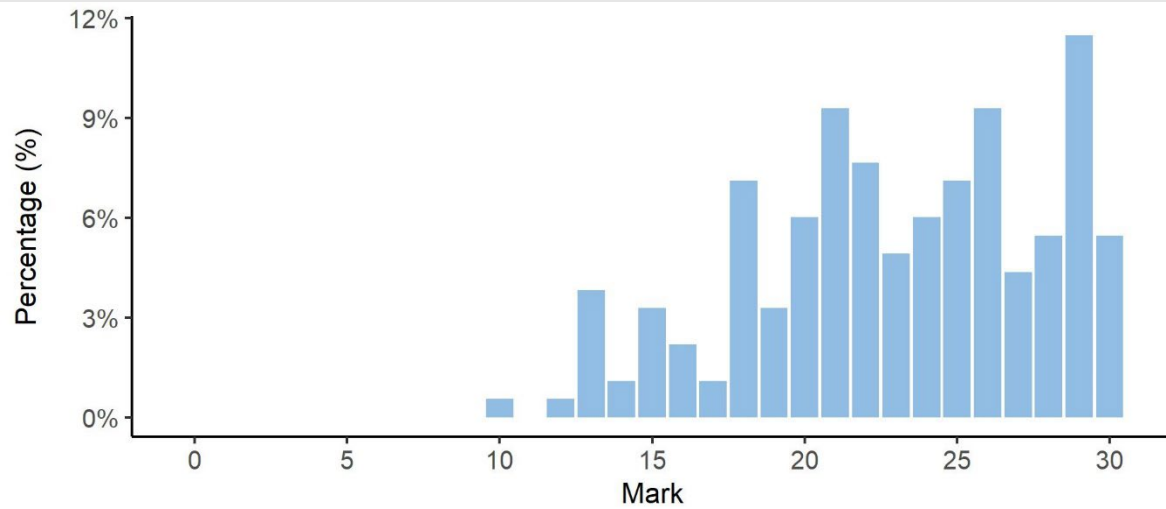


IA2 Criterion: Exchanging information and ideas in Spanish

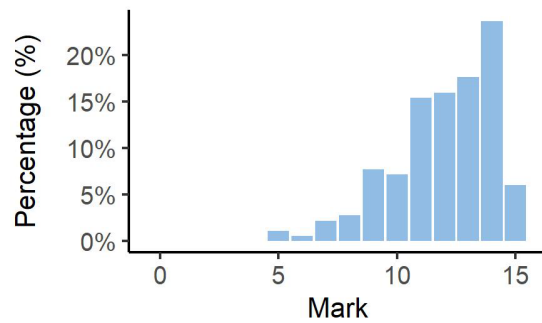


IA3 marks

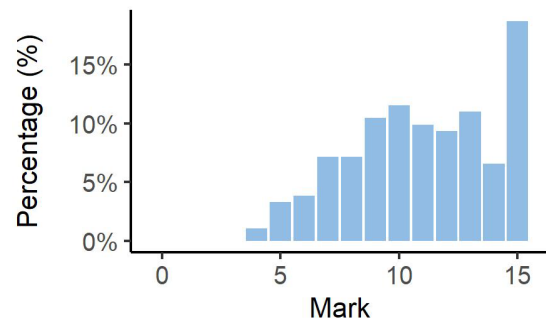
IA3 total



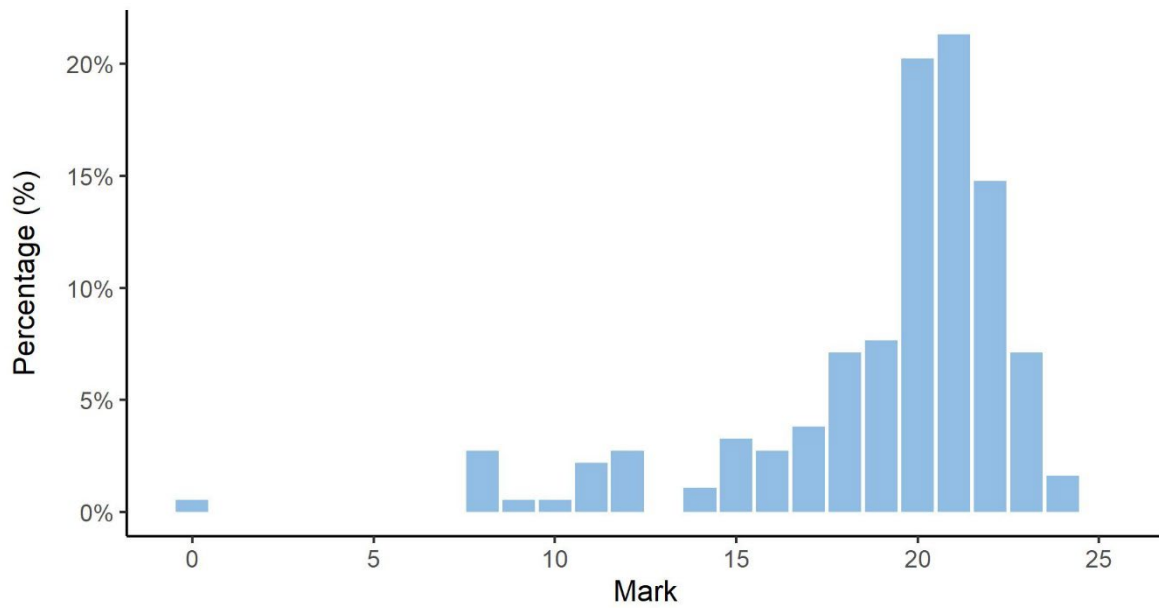
IA3 Criterion: Analysing Spanish texts in Spanish



IA3 Criterion: Exchanging information and ideas in Spanish

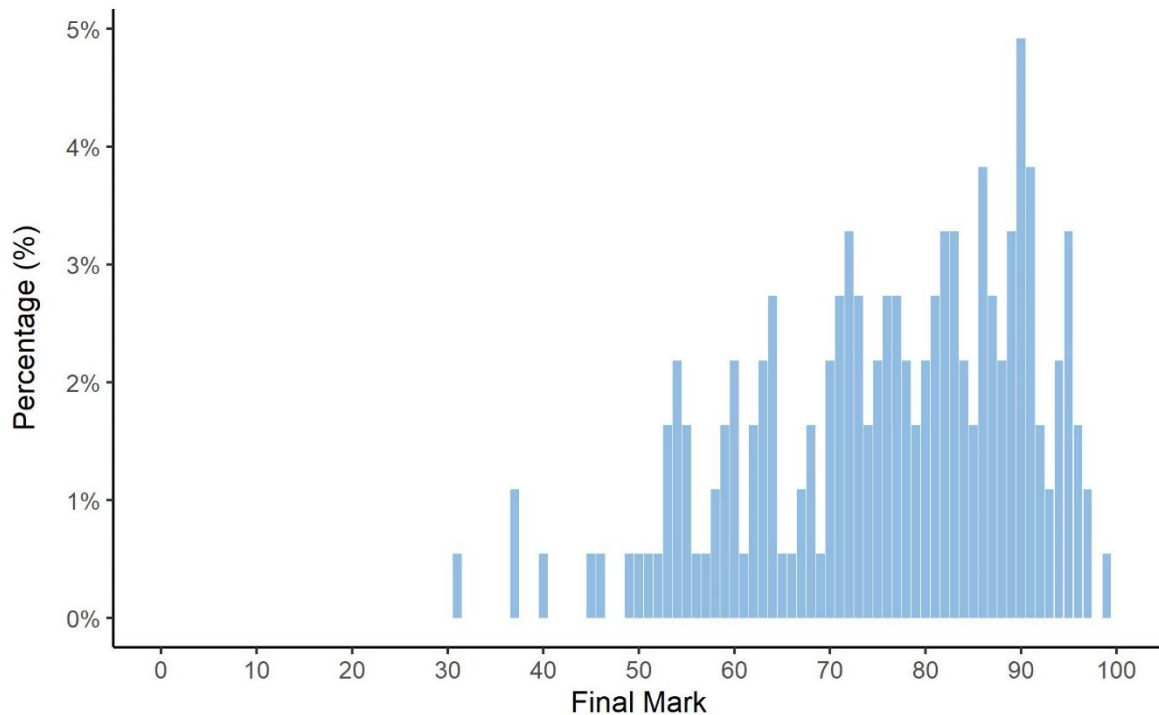


External assessment (EA) marks



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	100–82	81–64	63–43	42–16	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	77	66	35	4	0

Internal assessment



The following information and advice relate 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	11%	33%	44%

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 instrument-specific marking guide (ISMG), and are used to make decisions about the cohort's results.

Refer to *QCE and QCIA policy and procedures handbook v4.0*, Section 9.6.

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	105	17	33.33%
2	18	90	8	38.89%
3	18	88	30	44.44%

Internal assessment 1 (IA1)



Examination — short response (15%)

Summative internal assessment 1 assesses subject matter from Unit 3 Topic 1: Roles and relationships.

The examination assesses the application of a range of cognitions to multiple provided items — questions related to unseen Spanish stimulus texts.

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

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	1
Item construction	14
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 a wide variety of text types appropriate to the unit of study.

Practices to strengthen

It is recommended that assessment instruments:

- provide visual texts that are relevant and appropriate. The glossary defines visual texts as 'texts that are viewed and read, predominantly containing images or graphics that are supported by a small amount of written text' (up to a maximum of 60 words). Assessments must include a visual stimulus where the image or graphic adds to the communication of the text's written message. The focus must remain on comprehension of Spanish language and its connection to the image
- include questions that direct students to identify context according to the syllabus definition
- ensure questions are not too broad in scope and scale. Students must be able to respond to the highest performance levels within 100 words. An assessment item which requires a student to identify context, audience, purpose and tone and to justify is not achievable within 100 words
- ensure the stimulus texts when combined are between 500 and 800 words.

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	3
Layout	1
Transparency	3

*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:

- were well constructed and allowed for unique student responses
- used accurate language and grammar in the chosen stimulus
- provided appropriate space for students to write an expected 100-word response.

Practices to strengthen

It is recommended that assessment instruments:

- include clear instructions which direct students to write responses in English
- provide instructions for students to answer within the word limit stipulated by the syllabus
- avoid cues for comprehension of the stimulus or expected answers in the questions. For example, if the first question asks about a text's purpose and then a later question asks for the 'journalist's tone' for the same stimulus, a student may be prompted to use this information to develop their response to the initial question.

Additional advice

- Carefully consider the complexity of the stimulus selected for the assessment. Stimulus material must be complex enough to allow students to demonstrate the range of cognitions in the ISMG.
- Ensure that stimulus materials avoid bias and/or inappropriate content. Assessment instruments should avoid topics that include the discussion of death by violence and the impact of this on survivors. It is also inappropriate to include content about violence towards certain groups within society or the justification of violence towards certain groups. It is not acceptable to include stimulus material that reinforces loathing of certain groups in society.

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 text in English	33.33%	38.89%	11.11%	16.67%

Effective practices

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

- analysis and evaluation were evident across the whole of the student response when marks were awarded at the top performance levels
- the ideas were developed and justified with language evidence from the stimulus and paraphrased in English when marks were awarded in the 14–15-mark range
- responses in English were under 100 words and showed good comprehension, analysis, and evaluation within the specified syllabus word limit
- PACT elements were identified as per the glossary definitions in the syllabus — specifically, context (social/cultural or historical) — as well as correct, specific and relevant to the stimulus.

Samples of effective practices

The following excerpts illustrate the perceptive identification of context, and give examples of when and where the text was created and/or the scenario of the environment it was created in.

Note: The characteristics identified may not be the only time the characteristics have occurred throughout a response.

Excerpt 1

✓ The social context of Spanish families today show over the past 20 or 30 years there's been extraordinary changes in the concept of family. With the decline of "traditional family" model numbers based on the roles with men doing the paid work and women doing housework. Today's society sees many family structure inclusions such as single parents, adopted kids, no kids, and same-sex parents. 'as stated in the text. These types of families being results of the developing economy as well as other factors show the vast change in family types in the 21st century and gender equality in Spain.

Context showing when, where + scenario of the environment text was created in (per syll. glossary)

broad evidence of comprehension of 52 all relevant to justify conclusion drawn about context

Excerpt 2

context extraordinary
 stimulus 2^s discusses the social revolution of family constructs in Spain during the last 20-30 years. ~~This~~ ~~social change~~ ~~in~~ The text ^{indicates} ~~says~~ that this change in family structures increased ^{social} ~~tolerance~~ tolerance and acceptance; where besides the traditional example of a married couple with biological children, families ~~like~~ without kids, ^{with} adopted children ~~or~~ single sex couples are all accepted into the family construct. The text comments on this breaking down of traditional ~~the~~ family structure as the result of economical development and the ~~social~~ progress in gender equality. ~~The author~~ ~~criticizes~~ ~~by~~ ~~saying~~ ~~that~~ ~~the~~ ~~social~~ ~~construct~~ ~~is~~ ~~not~~ ~~new~~ ~~and~~ ~~is~~ ~~not~~ ~~something~~ ~~new~~. However, the author believes that the change in the family construct is not new, as the idea of family changes through time.

Practices to strengthen

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

- comprehension evident in all responses is considered when making judgments related to this characteristic. To award marks at the highest performance level, responses overall must demonstrate thorough comprehension of all stimulus texts. Responses that contain misunderstandings of the stimulus or are incomplete/non-existent cannot be regarded as thorough
- evidence from the stimulus that justifies both the identification of PACT and the analysis and evaluation is considered when awarding for the characteristic of comprehension
- student responses must show analysis and evaluation across the entire response to be awarded a mark in the top performance level for Characteristic 3, e.g. if Question 4 is an evaluation question, teachers must not only consider the response to this question, but look across the entire student response for evidence of analysis and evaluation
- PACT elements that are identified by students must be valid in relation to the stimulus text to award any marks.

Additional advice

- Students need to provide evidence from the stimulus text and should not give evidence that is outside of the stimulus nor from general knowledge.
- ‘Informative’ and ‘factual’ tones are not acceptable when identifying tone in a stimulus text. Similarly, ‘to inform’ is not an acceptable purpose.
- Evidence for identification of PACT elements, or any other evaluation made of stimulus texts, is only considered to be justification when it is drawn from the language used in the texts. An explanation for the student's thinking that does not have a basis in the stimulus texts cannot be considered justification.
- The syllabus definition of PACT must be applied when teaching and marking Spanish IAs, i.e.
 - purpose: what is the goal that this text is trying to achieve?
 - audience: who is the text designed to be for, specifically? Who is the text targeting with its message? This must be specific to the text and not a general group.
 - context: what is the scenario in which the text exists? What is the social/cultural/historical situation that the text has been created to ‘fit into’?
 - tone: what kind of language is used to convey the text’s message? Examples include adjectives and emotion words, but not informative or informational, formal, or informal.

Internal assessment 2 (IA2)



Examination — combination response (30%)

Summative internal assessment 2 assesses subject matter from both:

- Unit 3 Topic 2: Socialising and connecting with my peers
- Unit 3 Topic 3: Groups in society.

The examination assesses the application of a range of cognitions to multiple provided items — questions, scenarios and/or problems related to unseen Spanish stimulus texts, i.e. written, audio, audiovisual or visual.

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

This instrument is designed to be delivered over two sessions, but schools must ensure that the integrity of the examination is not compromised.

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	10
Authentication	0
Authenticity	2
Item construction	3
Scope and scale	7

*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 relevant to the subject matter and applicable to the task
- prompted students to produce responses to achieve at the highest performance level descriptors.

Practices to strengthen

It is recommended that assessment instruments:

- contain questions that address comprehension across all stimulus texts. This will allow students to be awarded the highest performance-level descriptor for showing thorough comprehension in their analysis and evaluation of all stimulus items
- avoid asking the students to demonstrate all or most of the required cognitions in one response. A student cannot be expected to achieve this within 100 words while operating at the highest performance levels
- incorporate modelled questions in the Session 2 conversation which enable students to achieve at the highest performance levels. For example, questions must ask for a student's personal perspective of the stimulus text/s
- include a new written or visual stimulus in Session 2 that presents a different perspective on a related topic from those seen in the stimulus used in Session 1.

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	0
Transparency	3

*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 accessible stimulus with adequate space provided for student responses
- provided appropriate content in the stimulus with relevant and engaging information
- provided questions about the chosen stimulus which did not require students to have prior knowledge of the content before commencing the assessment instrument.

Practices to strengthen

It is recommended that assessment instruments:

- avoid bias and/or inappropriate content — specifically, sensitive issues for adolescents
- include questions and instructions that are consistent and clear for students and direct students to the stimulus they need to refer to in their answer
- label stimulus texts clearly (e.g., Stimulus 1, or Written Stimulus)
- ensure the Session 1 Part 2 question elicits a personal perspective in the student response.

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
2	Analysing Spanish text in English	55.56%	38.89%	5.56%	0%
2	Creating Spanish text with Spanish stimulus	55.56%	16.67%	5.56%	22.22%
2	Exchanging information and ideas in Spanish	61.11%	5.56%	0%	33.33%

Effective practices

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

- for Session 1, part 1
 - student responses showed thorough comprehension of all the texts across all questions
 - student responses showed in-depth analysis of perspectives presented in the stimulus
 - the language evidence used to explain analysis and evaluation was relevant to the stimulus and accurate for the text
- for Session 2
 - students' responses provided their personal perspectives and were able to construct their own opinions.

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:

- for Session 1, part 2
 - the extended response in Spanish should be logically organised and include an introduction, conclusion, and paragraphing (linking words are highly recommended) while also addressing the text type as indicated in the task (letter, blog, speech, etc.). The quoting of long passages from the text should be avoided

- for Session 2
 - strategies to generate conversation can include, but are not limited to, students' open-ended spontaneous questions. However, questions such as "And you?" are not considered to generate conversation
 - in the spoken response, when awarding marks in the top performance levels, teachers need to ensure students have referenced stimulus from both Session 1 and 2. A discussion of the topic/subject matter is not sufficient to acquire the highest marks in the performance level descriptor
 - teachers need to recognise when students have given repetitive responses in their conversation and/or read extended sections of the stimulus in their conversation. This will not be seen as a spontaneous conversation
 - teachers should remind students to avoid anglicisms or referring to the stimulus formatting as their evidence and justification. For example, the stimulus is on letterhead or speech bubbles
 - teachers should remind students that their responses should be unrehearsed. Conversations that are rehearsed should be marked accordingly and should not be considered to be spontaneous
 - strategies to generate conversation can also include a student response that goes beyond a straightforward expected response by elaborating with further unexpected information.

Additional advice

- Errors in vocabulary and grammar must be recognised when making judgments using the ISMG (Session 1, Part 2).
- Students should be encouraged to use complex Spanish in both the Creating Spanish texts criterion and the Exchanging information and ideas criterion.
- Teachers should not make corrections to spoken responses or provide endings to sentences when the students are constructing an answer (Session 2).
- Teacher questions should not be closed.
- Teachers should also provide opportunities for students to discuss the stimulus from both Session 1 and 2 in the conversation (Session 2).

Internal assessment 3 (IA3)



Extended response (30%)

Summative internal assessment 3 assesses subject matter selected from:

- Unit 4 Topic 1: Finishing secondary school, plans and reflections
- Unit 4 Topic 2: Responsibilities and moving on.

This assessment focuses on the communication and exchange of ideas and information. It is an open-ended task responding to three Spanish stimulus texts. While students may undertake some research when developing the extended response, it is not the focus of this technique.

Student responses must be completed individually and in a set timeframe.

Students may choose to support their response with additional resources; these do not form part of the stimulus for the task.

This assessment occurs over an extended period of time. Students may use class time and their own time to develop a response. Some parts of the preparation time for the response may be conducted under supervised conditions to ensure authenticity.

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	9
Authentication	1
Authenticity	0
Item construction	1
Scope and scale	1

*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:

- addressed all assessment specifications and objectives clearly in the task instructions, including to identify tone, purpose, context, and audience to infer meaning, values and attitudes relating to the subject matter
- included stimulus items from a wide variety of sources relevant to the unit of study.

Practices to strengthen

It is recommended that assessment instruments:

- that use visual texts ensure they form part of a series of two visual texts or more. Each individual visual text in the series must include some words but to a maximum of 60 words in Spanish, e.g. Visual One: 54 words in Spanish, Visual Two: 55 words in Spanish.
- provide students with opportunities to demonstrate their understanding of the subject matter. Students should be given the opportunity to comment on their personal feelings about their experiences at school, the relationships they most value, and ideas and perspectives related to finishing secondary school, future, and responsibilities
- incorporate model questions for Part 2 conversation that indicate how students will be prompted to refer to their multimodal presentation, the stimulus texts, and the Unit 3 subject matter
- remove any written language appearing in audiovisual texts that contributes to a student's comprehension of the spoken language, and adhere to the conditions in Syllabus Section 5.5.1, which state that subtitles or summaries are not permissible
- comply with the combined word limit specification of between 400 and 700 words in unseen stimulus texts
- ensure task instructions and contextual information do not reveal details about the stimulus texts
- include broad scaffolding steps rather than specific questions to be addressed in the multimodal presentation. The latter do not allow students to give an individual or unique response to the task, or the opportunity to apply their own effort towards achieving the cognitions.

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	1
Layout	0
Transparency	1

*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 biased content
- when/if providing a context for the task, ensured that this was realistic for students.

Practices to strengthen

It is recommended that assessment instruments:

- provide clear instructions to respond in Spanish in both Part 1 and Part 2 of the assessment item
- observe the permissible timeframe to complete the Part 1 multimedia task (2–3 weeks). Checkpoints should clearly articulate that the time will not be extended beyond 3 weeks
- include instructions for the Part 2 student-centred conversation in the task description of IA3
- provide clear instructions for students to analyse and evaluate the stimulus texts and identify all elements across the stimulus in Part 1 — context, audience, purpose, tone.

Additional advice

- An appropriate level of Spanish language for a Year 12 student at this point of the course (final internal assessment) needs to be used across the stimulus texts selected.

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
3	Analysing Spanish texts in Spanish	44.44%	38.89%	5.56%	11.11%
3	Exchanging information and ideas in Spanish	50%	11.11%	11.11%	27.78%

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when, for Part 2:

- teachers awarded marks in the top performance levels for student responses that produced opinions, ideas, information and perspectives to maintain the conversation without using rehearsed or read material
- the conversations were within the time length specified by the syllabus.

Samples of effective practices

Excerpt 1 illustrates identification, evidence, and the justification of audience using the stimulus text. It also demonstrates comprehensive understanding.

Note: The characteristics identified may not be the only time the characteristics have occurred throughout a response.

Excerpt 1



Audio content (55 secs) https://youtu.be/UXqJw_SE4t8

Excerpt 2 illustrates a structured, sequenced, and synthesised use of strategies to generate and maintain the conversation in a discerning manner.

Excerpt 2



Audio content (38 sec) https://www.qcaa.qld.edu.au/downloads/senior-qce/languages/snr_spanish_22_subj_rpt_ia3.mp3

Practices to strengthen

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

- teachers consider whether the response uses the definition of context according to the syllabus definition. Context may be social, cultural, and/or historical, and does not only refer to where the stimulus is found. Refer to the glossary definition
- students do not read prepared responses to sample questions that they have previously rehearsed.

Additional advice

- In Part 1, the audio recorded for the multimodal presentation should not be sped up (this is not an appropriate way to fit into the time limit).
- Pronunciation and proficiency of the use of language in the multimodal presentation should be evaluated within Characteristic 2, Criterion 1.
- Teachers should understand that the use of strategies to generate and maintain communication to provide a personal response in Session 2 needs to be spontaneous and fluent. This includes the student asking the teacher meaningful questions and/or the student moving the conversation forward in an unexpected/unpredicted way.

- Transcripts are not to be considered when matching multimodal presentation responses to the ISMG.
- Ensure the ISMG marks are accurately awarded using the best-fit approach.
 - For criteria with two-mark range performance levels, if all characteristics of the performance level descriptor fit the response, award the higher mark, otherwise award the lower mark of that performance level, e.g. if all characteristics within the 11–12 mark performance level have been matched to the student response, it must be awarded a mark of 12.
 - If the response has characteristics from across three different performance levels, the response must be awarded the lower mark of the middle performance level, e.g. if there are characteristics identified across the 11–12 mark performance level, the 9–10 mark performance level, and the 7–8 mark performance level, the best fit is the 9–10 mark performance level, and the lower mark (9) must be awarded for this criterion.
- Teachers should limit their contribution to the conversation. The focus should remain on it being student-centred.
- Schools should ensure consistency and accuracy in the recording of the marks between the QCAA portal and the annotated ISMG submitted.
- Schools should check there are no file errors in the audio, and all assessment pages are included in the uploading of the student's work.
- If used, comparable assessments must be uploaded with the correct stimulus.

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 with a total of 55 marks:

- Paper 1, Section 1 consisted of short response questions (18 marks)
- Paper 1, Section 2 consisted of short response questions (16 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 the scenario presented.

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

Assessment decisions

Assessment decisions are made 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.

- Some students may not have responded to every question.

Effective practices

Overall, students responded well to Questions 1, 5, and 6. See discussion and examples of responses below.

Short response in English: Question 1

Question 1 required students to identify the tone used to describe the Spanish language in Stimulus 1 and to justify this with two pieces of evidence.

Effective student responses:

- identified that the Spanish language was described using a positive/enthusiastic tone
- used at least two of the following examples to justify the statement about tone
 - 30% of social science reports are published in Spanish, meaning that the contribution of Spanish-speaking experts is significant

- for those with Spanish-language skills, research programs offer more and more work opportunities
 - Ana's experience recounts that 'without Spanish, she would never be getting the same training experience as she is in the Galapagos Islands'
 - recent graduates with Spanish knowledge find that there is a world of possibilities at their feet if they combine it with their interests
 - recent graduates with Spanish language knowledge (who combine this with their interests) learn a lot towards their language skills and professional aspirations that can further define the direction of their future
- explained how the examples portray the tone identified.

Sample of effective practices

This excerpt has been included:

- as it clearly identifies a single tone that is used by the text to describe the Spanish language
- to demonstrate how an example from the text may be explained in a way that justifies the tone identified.

Excerpt 1

The tone used to describe the Spanish language in stimulus 1 is clearly enthusiastic. This is apparent as the stimulus explains the benefits that studying the Spanish language can have on future career options. For example, the source explains that recent graduates with Spanish knowledge have found that there is a "world of possibilities" at their feet. Furthermore, another example is when Ana, a New Zealand student explains how without Spanish, she would not be gaining the same level of experience that she is in the Galapagos Islands, as she was able to work in the Galapagos Islands in science due to her knowledge of Spanish. Therefore, it is apparent that the text is enthusiastic when describing the Spanish language, as it details the benefits this language can have.

Short response in English: Question 2

Question 2 required students to identify the area (field) where Spanish is shown to be useful in Stimulus 1 and justify this with four pieces of evidence.

Effective student responses:

- identified that the Spanish language is useful in the area (field) of science and/or environmental sciences
- responded by identifying a single area (field) that could be justified with four pieces of specific evidence from the text
- included at least four of the following examples to justify the usefulness of Spanish in science and/or environmental sciences
 - more Spanish-speaking people are needed in environmental sciences
 - 30% of reports in the social sciences are published in Spanish
 - the wide variety of natural ecosystems across South America means that there is a significant contribution by Spanish-speaking experts to scientific investigations
 - scientists from countries nearest to the Galapagos Islands have easy access to this archipelago (which is perhaps the best example of a diverse area in the world)
 - there are ever-growing work opportunities for candidates with Spanish language skills in (scientific) research programs in the Galapagos
 - Ana explained that without her knowledge of Spanish (in combination with her science studies), she would not be earning such an educational experience in the Galapagos
 - the combination of graduates' Spanish language knowledge and interest in other areas of study gives hope to the future of the sciences (as more Spanish-speaking scientists could emerge).

Sample of effective practices

This excerpt has been included:

- as it clearly identifies a single area (field) that Spanish is advantageous in from the text
- to model the clear linking between the four examples provided to justify the area identified and how Spanish is an advantage in it.

Spanish language skills are an advantage in the area of environmental science, according to Stimulus 1. This is shown as the article states that 30% of publications in this area are published in Spanish, therefore implying that Spanish language skills are an advantage. In addition, it states that there is a large variety of natural ecosystems throughout South America, therefore the input of investigations by experts ~~whose Spanish is their~~ ^{who know Spanish is significant.} Furthermore, the article says that the number of opportunities for Spanish speaking candidates in investigation programs in the Galapagos Islands is growing. Finally, Ana states that she wouldn't be gaining valuable experience in the Galapagos Islands without ^{knowing} Spanish.

Short response in English: Question 3

Question 3 required students to identify the author's motivation (purpose) in Stimulus 2 and justify this with four pieces of evidence.

Effective student responses:

- identified that the motivation (purpose) of the author is to promote caring for the environment
- responded by identifying a single motivation (purpose) that could be justified with four pieces of specific evidence from the text
- included at least four of the following examples to justify the motivation of the author
 - the author states that tourists don't consider nature when they travel internationally but 'we're all capable of caring for our Earth if we educate ourselves'
 - the author has worked for a sustainable company as a guide for eco-tourists since finishing their school studies
 - the author states that their dream of establishing the knowledge of natural riches (of the environment) is of great value to them
 - the author states that their intention is to prompt the tourists they work with to look for ways to conserve Machu Picchu (which is one of the seven wonders of the world)
 - the author states that 'it is critical that we educate others to care for nature'
- explained how the examples chosen demonstrated the motivation of the author that was identified.

Short response in English: Question 4

Question 4 required students to identify the audience identified within Stimulus 2 and justify this with four pieces of evidence.

Effective student responses:

- identified that the text's audience is high school graduates with an interest in the environment
- responded by detailing specific attributes of the audience identified, showing analysis of the information presented in the stimulus text to draw a perceptive conclusion
- justified the audience identified by using at least four of the following examples
 - the author tells their readers about their personal experience of moving to Cuzco and living at the feet of 'the old mountain' (Machu Picchu) as a high school graduate as 'the best three years of my life' in 'a magical place'
 - the author emphasises that 'as youth, we should start with ourselves' in education about the biosphere (i.e. the environment)
 - the author explains that the sustainable company they work for is always looking for graduates 'like you' (i.e. the reader)
 - the author insists that they hope the readers find jobs as enjoyable as their own as it is essential that 'we' (i.e. young people) educate others to care for nature.

Samples of effective practices

This excerpt has been included:

- as it clearly identifies a specific audience that can be justified with four pieces of evidence from the text
- to illustrate the explanation of examples so that clear links to the audience identified are established, and the audience is justified
- as most information provided as examples to justify the audience identified is clearly linked to the attributes outlined in the response (i.e. youth and an interest in the environment).

The writer identifies that their audience would be young adults who have a passion for caring for the environment. Firstly, while the email is not specifically addressing a specific person, it targets individuals who care about natural and historic sites like Machu Picchu, describing it as a beautiful place. Secondly, the writer says that as youth, we should be the ones to start educating about the environment, indicating the message is for younger people. Thirdly, they say that eco-companies are looking for graduates like you, reinforcing the audience's youth and connection to nature. Finally, the conclude by saying, I hope you find your purpose, inviting the audience to pursue their love for the environment.

Short response in Spanish: Question 5

Question 5 required students to use Spanish to list 5 things that the speaker of Stimulus 3 planned to do after arriving in Los Angeles.

Effective student responses:

- listed 5 of the following steps the speaker will undertake after their arrival in Los Angeles, complete with relevant detail
 - stay at Miguel's house (for accommodation)
 - find the location of the Lions' Club on the corner of Hamilton and Lexington streets
 - go to the Lions' Club on Saturday February 7, between 8am and 3pm
 - arrive early
 - queue to be seen by the auditioners
 - present a curriculum vitae with personal details, experience, and a photo
 - create a monologue to present at their audition
 - participate in auditions
- demonstrated comprehension of spoken language in the audio stimulus using their own knowledge of Spanish vocabulary and grammar to communicate the plans (without relying on the language used by the speaker)
- addressed the task by writing in Spanish that included no more than a few language errors.

Sample of effective practices

This excerpt has been included:

- as five steps the speaker will undertake are included with complete, relevant details
- the language used to respond includes only a few language errors (such as missing accent marks, incorrect prepositions, and gender agreement errors).

Después de llegar a Los Angeles, Ana va a ir a la casa de Miguel, donde ella está alojándose. Cuando está en la casa, va a practicar ^{la pronunciación} ~~de su monólogo~~ de su monólogo con Miguel antes de su audición. En el día de su audición, ella ^{irá} ~~va~~ al club leones desde las ocho por la mañana hasta las tres por la tarde ⁺ ~~en la tarde~~. Ella va a traer su currículo con sus detalles personales y su experiencia y un foto de tamaño ocho por once para darlo a la gente trabajando en las audiciones y últimamente, ella va a presentar su monólogo para la audición.

➤ y llegará temprano para hacer cola antes de la audición.

Short response in Spanish: Question 6

Question 6 required students to use Spanish to identify two contexts in which the speaker of Stimulus 3 needs help and to justify each of these with a piece of evidence (two pieces in total).

Effective student responses:

- identified at least two of the following contexts in which the speaker needs help and provided the relevant evidence for each
 - for accommodation in Los Angeles after she arrives on February 5. Ana thanks Miguel for allowing her to stay at his house
 - to find the location for auditions at the Lions Club on the corner of Hamilton and Lexington Streets. Ana asks Miguel if he knows where this address is
 - to practise Spanish pronunciation for the presentation of the audition monologue. Ana asks if Miguel would help a little when she arrives at the house
- showed comprehension of spoken language in the audio stimulus using their own knowledge of Spanish vocabulary and grammar to communicate the contexts where the speaker needs help (without relying on the language used by the speaker)
- addressed the task by writing in Spanish that included no more than a few language errors.

Sample of effective practices

This excerpt has been included:

- as it lists two correct contexts and provides evidence to justify each of them
- as the language used to respond includes only a few language errors (such as misused pronouns, spelling errors and instances of phrases directly from the text).

Ana ~~needs Miguel's assistance in finding the location~~
 necesita la ayuda de Miguel encontrando el
 Club Leones y con la pronunciación del español en
 su monólogo. Esto es evidente basado en que
 pregunta si Miguel sabe donde queda la esquina
 entre la calle Lexington y la Hamilton, donde se
 encuentra el Club Leones. Además, cuando menciona
 el monólogo, le pregunta a Miguel si le podría
 ayudar un poco con la pronunciación cuando
 ella llegue a la casa de él. Como
 ella se va a alojar en la casa de aquel, y
 la llamada telefónica se dirige a Miguel, es
 es eviden que él es el que le ayudará.

Extended response

The following excerpt is from the Section 3 task to create an extended written response in Spanish. It required students to write a creative response to at least one of three images presented. The task also posed three questions in Spanish for students to address and to prompt their text development.

Effective student responses:

- selected and used Spanish vocabulary purposefully, with few errors in areas such as accentuation and spelling
- avoided using English 'gap-fillers'
- carefully punctuated specific grammatical structures to show a broad control of language through the ability to question (¿?), exclaim (¡!) and record direct speech (<<>>) appropriately
- demonstrated a wide range of vocabulary and grammatical structures by avoiding the repetitive use of words and phrases
- included a title as a specific textual convention relevant to the narrative genre set by the task.

Sample of effective practices

This excerpt has been included:

- to demonstrate the correct response to the set genre for this task as it uses a narrative text structure (orientation, rising action/conflict, resolution)
- to model the thoughtful response to each of the task's prompt questions, as it addresses them all in a distinct way and then continues to elaborate on the information beyond a simple response
- to provide an example of a text written with clear relevance to at least one of the images presented, as it includes the effective selection of ideas, logical sequencing of information (including with paragraphs), and synthesis of these ideas and information (including observing the word count) for the text's creation.

Excerpt 1

Juan se encuentra aquí, mirando a ~~los~~ ^{la} ~~televisión~~ ^{hora} de cada vuelo, solo él y su mochila roja en su espalda. Acaba de graduar de la universidad ^{de} un curso de cocinar sobre cuatro años, y sin pensarlo, se fue de casa como nada, solo él, un pelín de dinero, y esa mochila roja. Ahora no puede dejar de mirar ~~en~~ esa televisión ~~que~~ grande, que da información sobre los vuelos. Juan no puede parar de preguntarse, "¿debería seguir, o irme para casa?"

Esto ~~era~~^{es} todo nuevo y le ~~da~~^{da} todo miedo a Juan. Nunca ~~había~~^{ha} salido de España; y Perú ~~está~~^{esta} tan lejos! Juan ~~esperaba~~^{espera} que encontrará un país hermoso, lleno de gente amable y comida increíble y una cultura rica. Pero la verdad es que a Juan le puede pasar cualquier cosa. A lo mejor el encuentra amigos y se pasa meses ~~en~~ en Perú cocinando y aprendiendo y leyendo, y a lo mejor lo odia, y se va a casa.

El único problema para Juan es que sus padres quieren que vuelva a España para trabajar en el restaurante de la familia. A Juan siempre le ha encantado cocinar, pero trabajar en ese restaurante sería rechazar una vida llena de viajar y aprender. La verdad es que Juan tiene dos posibilidades para el futuro: irse para casa ahora y seguir los sueños de sus padres, o hacer sus propios sueños, irse para Perú y cocinar lo que él quiera.

Juan aprete la mochila, ~~tomó~~^{respira} fuerte, y empieza a caminar al avión. Este es su momento para escribir su futuro.

Practices to strengthen

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

- instructing students to ensure that all examples given to justify an answer in the short response sections are related directly to the response provided to an item/question. For example, in this paper, in Question 3, each of the four pieces of evidence needed to clearly justify why Spanish language skills were advantageous in the area of science and/or environmental sciences to be valid for a mark
- using the Syllabus glossary to prepare students to effectively identify purpose, audience, context and tone from a stimulus text
- encouraging students to plan their responses to each item/question in the paper, carefully ensuring that they address the task set by the answer to be given. For example, in this paper, Question 1 required that students specifically identified the tone 'used to describe the Spanish language' for it to be valid for a mark, and in Question 7 a narrative text genre was required for students to achieve results in the top band of the 'Meaning' domain of the EAMG
- instructing students to provide only one response (for example, one tone or one audience) unless the task specifically states otherwise. In order to satisfy the EAMG, any examples provided to justify a response must relate to a single response. Students show analysis and evaluation by selecting a single response that can be justified as the task requires (for example, with four pieces of evidence)
- coaching students to attentively follow instructions about response length, language for responses, and item requirements. This includes instructions given in the Question Response book in each section and for each item, and by the Chief Examiner in the examination session
- revising when to (and when not to) use the subjunctive mood, reflexive verbs, the verbs *ser* and *estar*, and double negative structures in Spanish. Students should be able to use these examples of simple and complex language accurately in order to achieve the highest performance bands of the Language elements domain of the Section 3 EAMG.

Additional advice

- Teachers should support students to be wary of attributing information from popular culture and/or the media to the meaning of stimulus texts. Many responses to Questions 5 and 6 in Section 2 referred to 'Hamilton the musical', as this name coincided with the address referenced in the Stimulus 3 audio. Comprehension of the stimulus text must be demonstrated by responses to the examples provided.
- Supporting students to develop knowledge of the style of speech marks used in Spanish. This will further strengthen their ability to read and recognise direct speech in written stimulus texts, and to record it correctly in their own text creation when required.
- Remind students that their penmanship is important when recording responses to the EA by hand. They should be encouraged to take care with their annotation of errors, and the legibility of their handwriting. In some cases, the choice of pen used to respond with can also be a factor in how easy a response is to read and evaluate.