

Spanish subject report

2025 cohort

January 2026





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Contents

Introduction	1
Audience and use.....	1
Subject highlights.....	1
Subject data summary	2
Unit 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)	13
Examination — combination response (30%).....	13
Assessment design	13
Assessment decisions	15
Internal assessment 3 (IA3)	18
Extended response (30%).....	18
Assessment design	18
Assessment decisions	20
External assessment	22
Examination — combination response (25%).....	22
Assessment design	22
Assessment decisions	22

Introduction



The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2025 subject report is the culmination of the partnership between schools and the QCAA. It addresses school-based assessment design and judgments, and student responses to external assessment for General and General (Extension) subjects. In acknowledging effective practices and areas for refinement, it offers schools timely and evidence-based guidance to further develop student learning and assessment experiences for 2026.

The report also includes 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
- important considerations to note related to the revised 2025 syllabus (where relevant).

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 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 internal and 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 senior subjects.

Subject highlights

21

schools offered
Spanish



91.37%

of students
completed
4 units

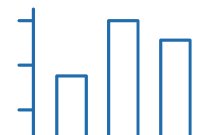


15.91%

increase in enrolment
since 2024



Subject data summary



Unit completion

The following data shows students who completed the General subject.

Note: All data is correct as at January 2026. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered Spanish: 21.

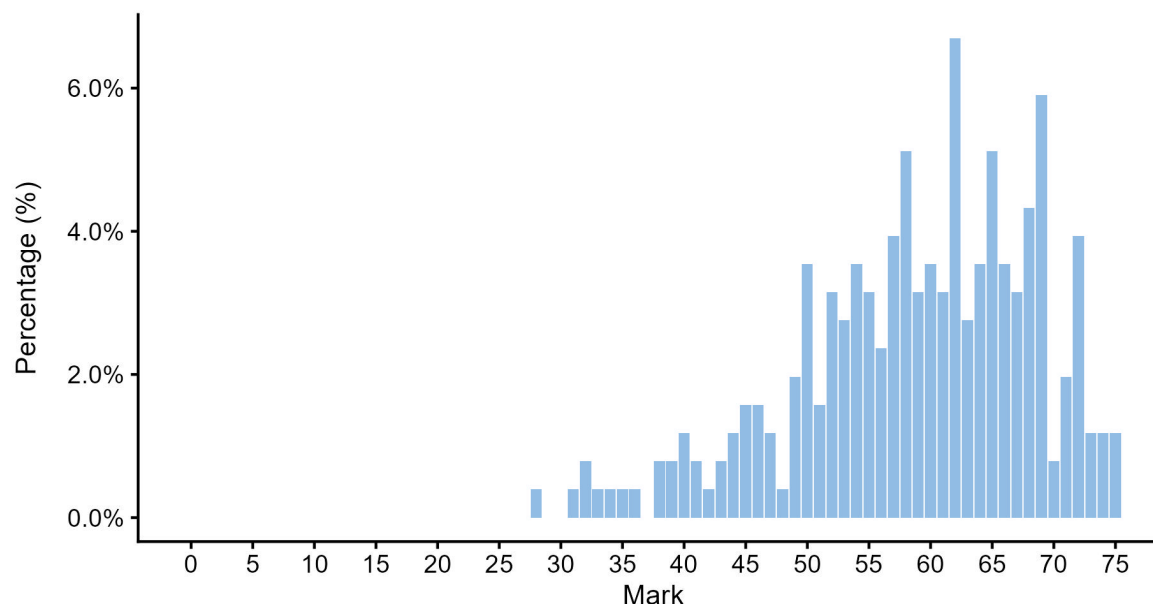
Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	278	273	254

Units 1 and 2 results

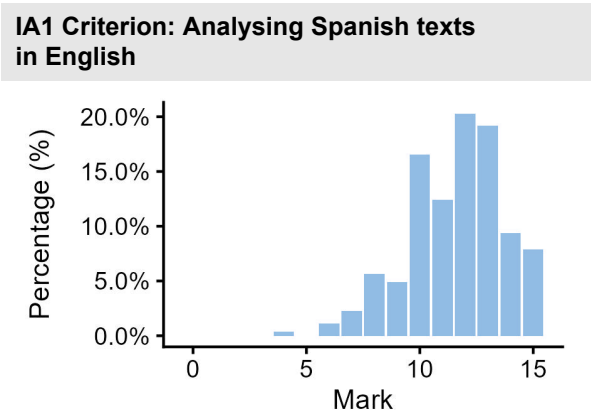
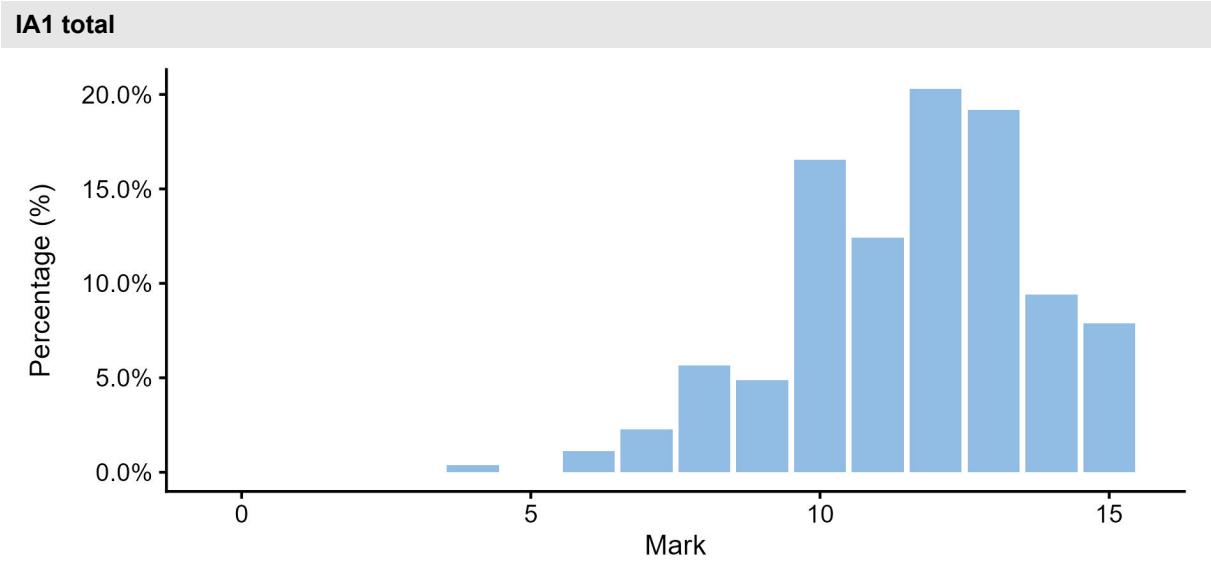
Number of students	Unit 1	Unit 2
Satisfactory	265	270
Unsatisfactory	13	3

Units 3 and 4 internal assessment (IA) results

Total marks for IA

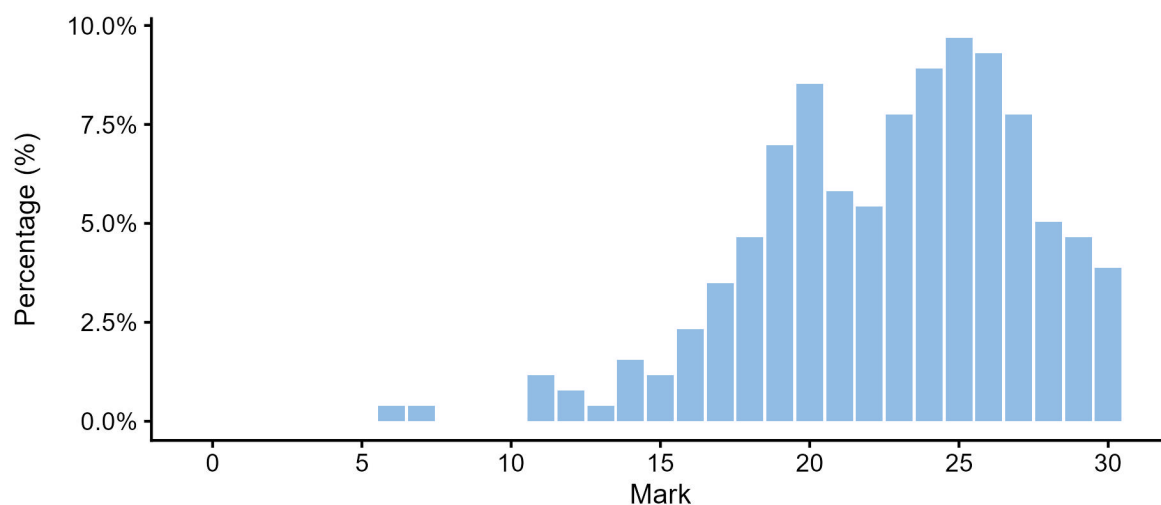


IA1 marks

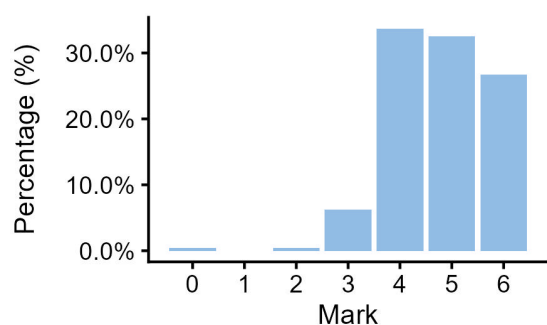


IA2 marks

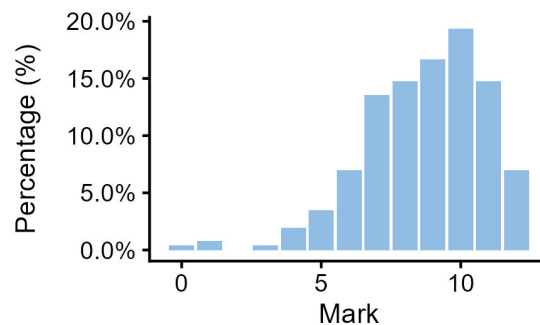
IA2 total



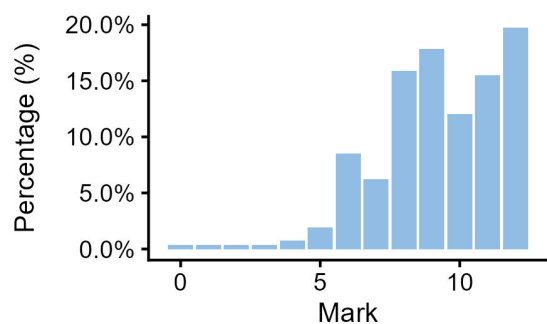
IA2 Criterion: Analysing Spanish texts in English



IA2 Criterion: Creating Spanish texts with Spanish stimulus

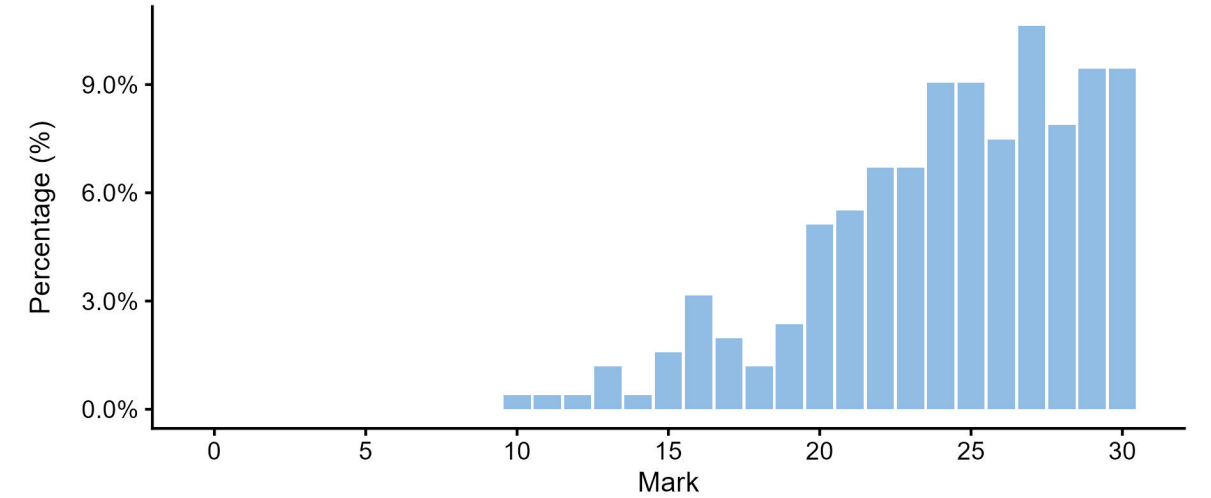


IA2 Criterion: Exchanging information and ideas in Spanish

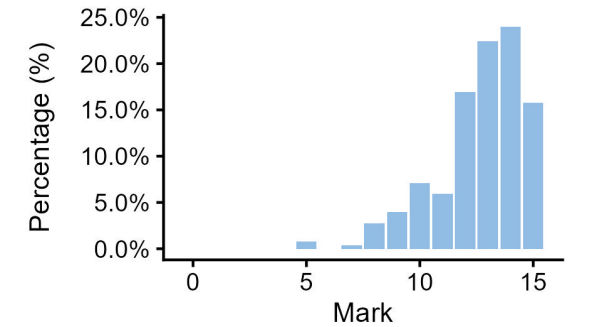


IA3 marks

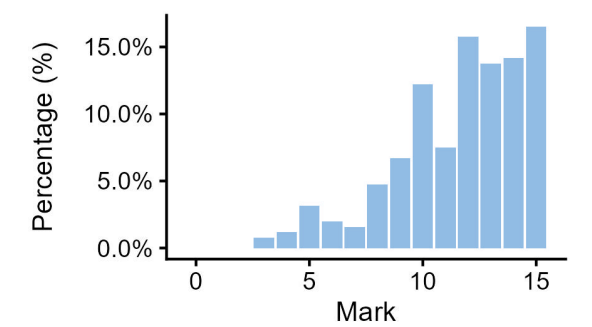
IA3 total



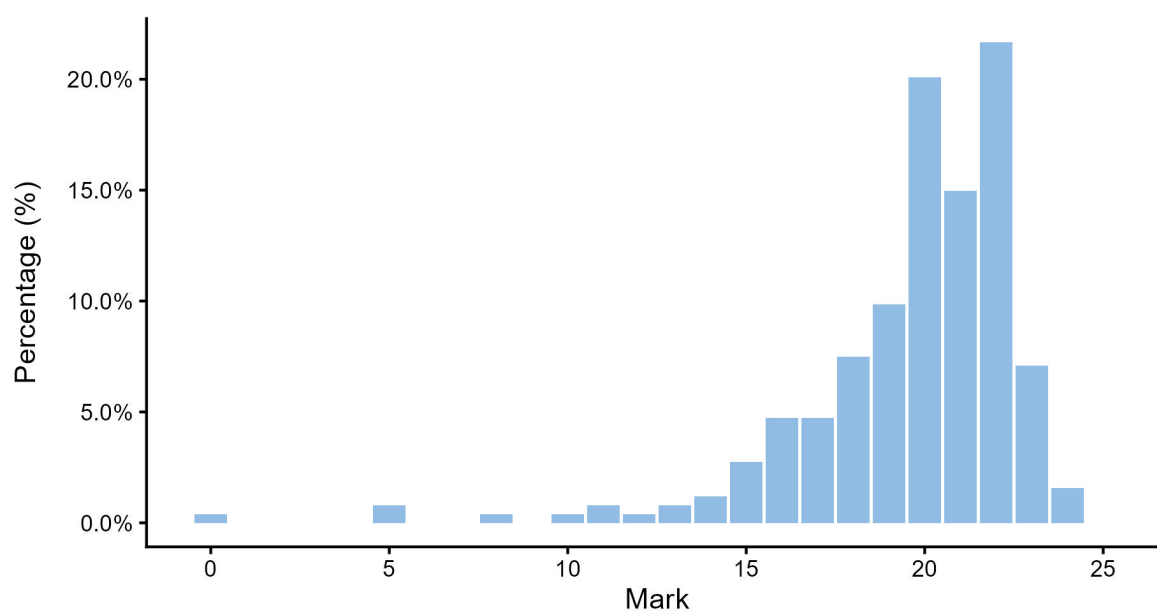
IA3 Criterion: Analysing Spanish texts in Spanish



IA3 Criterion: Exchanging information and ideas in Spanish

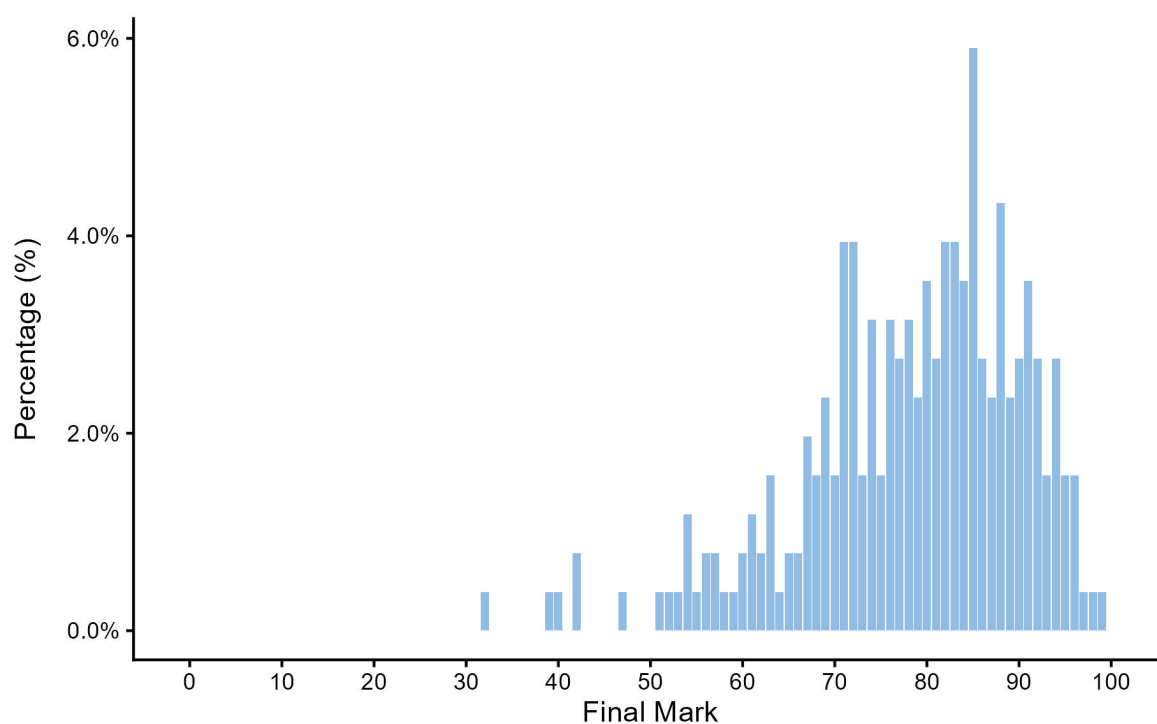


External assessment (EA) marks



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	100–84	83–65	64–44	43–19	18–0

Distribution of standards

Number of students who achieved each standard across the state.

Standard	A	B	C	D	E
Number of students	99	124	26	5	0
Percentage of students	38.98	48.82	10.24	1.97	0.00

Internal assessment



This 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 assessment. 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 *QCE and QCIA policy and procedures handbook v7.0*, Section 9.5.

Percentage of instruments endorsed in Application 1

Internal assessment	IA1	IA2	IA3
Number of instruments	21	21	21
Percentage endorsed in Application 1	67	48	67

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 v7.0*, Section 9.6.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section 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	21	122	0	90.48
2	21	119	2	85.71
3	21	122	0	71.43

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	3
Authentication	0
Authenticity	0
Item construction	0
Scope and scale	5

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- allowed for unique individual responses to all questions
- included questions that enabled students to identify purpose, audience, context and tone and draw evidence from the stimulus to justify their opinions.

Practices to strengthen

It is recommended that assessment instruments:

- ensure that stimulus texts meet word count limits and provide students with complex and sufficient text to engage meaningfully and demonstrate comprehension of the Spanish language
- align questions with stimulus items to ensure students can respond using information from the text only, not general knowledge or speculation
- include questions of suitable scope that require students to demonstrate higher-level cognitions than simple retrieval and comprehension.

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	0

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- included stimulus items that were clear and legible or audible where relevant
- used accessible language features without unnecessary use of jargon and colloquial language.

Practices to strengthen

It is recommended that assessment instruments:

- clearly label the stimulus items and direct students to the correct items for each response
- include stimulus texts that use Unit 3 language elements and are appropriate for students in their final year of learning
- provide audio stimulus with clear, distinct voices.

Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The stimulus specifications (p. 19) have been revised. Assessment instruments must include unseen stimulus texts that are authentic, relate to Unit 3 Topic 1 subject matter and are not drawn from materials previously used in class.
- The syllabus now requires that three stimulus texts with a combined length of up to 1,000 words must be provided — one must be written and one an audio/audiovisual. They should address Topic 1 subject matter.
- The revised question specifications require students to answer Questions 1, 2 and 3 in English, and Questions 4 and 5 in Spanish. This should be specified in the assessment instrument instructions.

Schools should also:

- provide indicative responses for each question. These responses are not endorsed. Their purpose is to support the validity and reliability in the design and marking of these assessment instruments.

Assessment decisions

Reliability

Reliability 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	90.48	9.52	0.00	0.00

Effective practices

Reliable judgments were made using the ISMG for this IA when:

- conclusions were well-considered and clearly based on discerning analysis and evaluation of the stimulus. Responses demonstrating complete comprehension of the stimulus text were awarded the highest performance level marks
- for Analysing Spanish texts in English criterion, Assessment objective 2, responses accurately identified purpose, audience, context and tone (PACT) elements with inferences about meaning and values.

Practices to strengthen

When making judgments for this IA for the 2025 syllabus, it is essential to consider the following key differences between the ISMGs in the 2019 and 2025 syllabuses:

- Questions 1, 2 and 3 require students to respond in English and Questions 4 and 5 require responses in Spanish. When addressing questions related to purpose, audience, context, and tone (PACT), students must draw a valid and well-substantiated conclusions about one of the PACT elements per question. To reach the highest performance level, each conclusion must be supported by two pieces of evidence from the stimulus texts.
- Teachers must ensure students are familiar with the language elements outlined in the 2025 syllabus Unit 3 to effectively prepare for the assessment.

To further ensure reliable judgments are made using the ISMG for this IA, it is recommended that:

- the best-fit approach is applied correctly when awarding the final marks. To award a mark of three, evidence in the response must match both characteristics in the mark range. When there is evidence of any misunderstandings or misinterpretations of the stimulus a mark of three cannot be awarded.
- teachers are advised to familiarise themselves with the 2019 syllabus definition of context. Context refers to the scenario or situation of the text. It may draw on relevant social, historical or cultural circumstances
- when 'to inform' is provided as the stated purpose, it should be clearly supported by evidence in the text, however when it is evident that 'to inform' is not the primary purpose, and a more precise purpose can be concluded, students should be guided to determine the purpose that the stimulus most strongly supports

- evidence must be detailed, relevant and paraphrased from the stimulus in both English and Spanish responses to achieve the highest ISMG performance levels.

Additional advice

It is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The syllabus conditions no longer include word length for examinations. The *QCE and QCIA policy and procedures handbook v7.0* (Section 8.2.6) provides guidance about managing response length. This guidance applies to more open-ended assessment techniques, such as essays, reports and presentations. By specifying a maximum length for student generated work for these techniques, the expected scope of the task is appropriately limited. Managing response length does not apply to examinations. For examinations, the syllabus assessment conditions specify the time allocated, including any perusal or planning time. Schools should design examinations with an appropriate number of questions, and provide suitable space or lines for responses, to guide students in completing the examination within the allowed time. A required or recommended word length must not appear on IA1 instruments. It is recommended that teachers refer to QCAA resources and participate in syllabus familiarisation to ensure consistent understanding and application of key terms when making judgments.

Samples

The following excerpt illustrates perceptive Identification of context with inferences of nuanced perspectives, e.g. 'how important this is for strengthening'

Note: The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.

Stimulus 1's context is social as it describes the role that grandparents partake in a family unit and how important this is for strengthening the relationship between them and the parents, but more importantly, the grandchildren. As the text states, with more parents working away from home, grandparents play an important role in caring and educating the grandchildren. This provides many advantages to the family unit, as it ensures that the parents remain calm for the grandparents help to confront any issues like illness or isolation and the children can share a unique and special bond with their grandparents.

(99 words)

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	14
Authentication	0
Authenticity	0
Item construction	0
Scope and scale	1

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided students with the opportunity to demonstrate the required assessment objectives
- allowed students to demonstrate their knowledge of language elements in Spanish at the highest performance levels of the ISMG.

Practices to strengthen

It is recommended that assessment instruments:

- adhere to syllabus specifications when constructing questions for both sessions, ensuring that students can demonstrate the range of cognitions in the ISMG
- ensure that Sessions 1 and 2 stimulus texts have different perspectives.

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	5
Layout	1
Transparency	1

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- contained legible, clear, and relevant images, diagrams or other visual elements accessible to all students
- used bold, italics and other formatting features only where relevant.

Practices to strengthen

It is recommended that assessment instruments:

- use language that is accessible to all students, avoiding jargon, unfamiliar words and unnecessary complexity
- ensure that the questions and instructions are error free, particularly when referring to stimulus texts
- provide stimulus texts that model correct use of Spanish and do not include English
- clearly direct students on what to do and which stimulus text to reference in their responses.

Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The questions specifications have been revised. The written extended response question/stem in English must include three focus areas in Spanish.
- The stimulus specifications have been revised and now require that
 - the unseen topic-related questions used during the conversation must provide opportunities for students to construct spontaneous and unrehearsed responses
 - the unseen stimulus for the conversation section must contain different or varied subject matter from Unit 3, Topic 2 and/or Topic 3 and different perspectives from the written extended response focus areas
 - either one unseen visual stimulus (up to 60 words in Spanish) or a short-written stimulus (up to 80 words in Spanish) must be selected as stimulus for the conversation. Open ended sample questions referring to the stimulus should be included. Questions should provide students opportunities to exchange meaning and communicate spontaneously.

Assessment decisions

Reliability

Reliability 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	100.00	0.00	0.00	0.00
2	Creating Spanish texts with Spanish stimulus	85.71	14.29	0.00	0.00
3	Exchanging information and ideas in Spanish	95.24	4.76	0.00	0.00

Effective practices

Reliable judgments were made using the ISMG for this IA when:

- for the responding to Spanish texts in English criterion, teachers awarded the highest performance level marks to responses that demonstrated a clear understanding of purpose, audience, tone, and context, based on accurate comprehension of multiple aspects of the stimulus texts
- for the Responding to Spanish-to-Spanish texts criterion, marks reflected students' ability to develop personal responses, incorporating their own opinions and perspectives on the topics presented in the stimulus. The higher performance level marks were awarded when students referenced the stimulus effectively to exemplify or support their ideas, and when their application of language conventions was evident
- for the Creating in Spanish criterion, marks in the 14–15 range demonstrated that spoken student responses addressed the task purposefully, referred to at least two stimuli to support their personal responses, and used a wide variety of grammar and vocabulary in Spanish.

Practices to strengthen

There were no significant issues identified for improvement.

When making judgments for this IA for the 2025 syllabus, it is essential to consider the following key differences between the ISMGs in the 2019 and 2025 syllabuses:

- For the written extended response (2025 syllabus) students are now required to discuss three focuses organised in bullet points in Spanish. To obtain the higher grades the student response must accurately address the three points by applying comprehensive and complex knowledge of language elements. While including a wide range of grammar and vocabulary remains relevant, the new 2025 syllabus also requires students to use precise register, spelling and punctuation to obtain the maximum number of marks.

- When drawing on personal perspectives, the 2025 syllabus emphasises the importance of explaining behaviours, reflecting on actions, and/or proposing future courses of action.
- For the Responding (communication) criteria for the extended response in the 2025 syllabus, one unseen stimulus is used as a springboard for the conversation. It can be either a visual with up to 60 words in Spanish or a short written stimulus of up to 80 words in Spanish. Students only refer to one unseen stimulus.
- Teachers award the highest marks to student responses that demonstrate discerning selection and sequencing of ideas with proficiency and spontaneity.
- The topics discussed are relevant to the subject matter and include grammar and vocabulary appropriate for a senior Year 12 student, and aligns with the prescribed Unit 3 Spanish language elements.

Additional advice

It is essential to consider the following key differences in the 2019 and 2025 syllabuses:

- Part 1: Short response — Criterion: Analysing Spanish texts in English is no longer assessed in the new syllabus.
- Teachers must actively encourage students to engage in spontaneous, unrehearsed conversations rather than delivering prepared monologues. Marking should reflect students' ability to respond naturally in real-time interactions.
- The conversation must remain student centred with teachers keeping their own contributions brief and facilitative. This ensures students have maximum opportunity to demonstrate their communicative proficiency and spontaneity in Spanish, consistent with the requirements of the Exchanging information and ideas in Spanish — Communication criterion.

Samples

The following excerpt illustrates proficient and complex use of Spanish, e.g. 'perder tiempo frente a la pantalla' with connecting words 'finalmente', personal references, 'en mi caso' and structured in paragraphs developing ideas connected to the stimulus.

Note: The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.

Otro riesgo grave es perder el control del tiempo frente a la pantalla, lo que puede afectar a su capacidad de estudiar o trabajar bien. Como muestro el estímulo ^{uno} 4, muchos jóvenes vuelven adictos a sus móviles sin darse cuenta del tiempo que pasan conectados. Ese tiempo podría usarse en cosas más útiles o importantes. Poner en práctica límites puede ayudarte a recuperar el control de su tiempo.

En mi caso, hace dos años, pase por una etapa difícil por estar tan conectado. Sufrí adicción al móvil, lo cual hizo perder oportunidad en otras áreas de mi vida. Si hubiera sabido los riesgos, no habría pasado tantas horas frente a la pantalla.

Finalmente, no se puede negar que ^{la tecnología} ~~los dispositivos~~ ofrecen muchos beneficios, pero las consecuencias son graves si no las usan con cuidado. La importancia de desconectar y aprender nuevas cosas no se debe subestimar. En los próximos años, los jóvenes deberían buscar un equilibrio más saludable con la tecnología; si lo hacen, empezaran a valor más el mundo real que el virtual.

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

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- included age-appropriate stimulus at a level of difficulty for a student in their final year of study
- provided appropriate unseen stimuli consisting of one written, one audio or audiovisual text, or a series of visual texts along with a seen stimulus from the prescribed list.

Practices to strengthen

It is recommended that assessment instruments:

- include explicit instructions for both the multimodal presentation and interview

- ensure that sample questions for Part 2 prompt students to refer to their response from Part 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	0
Language	0
Layout	0
Transparency	0

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- avoided unnecessary formatting features (e.g. bold, italics) in the task description and instructions
- provided an age-appropriate context for the task.

Practices to strengthen

There were no significant issues identified for improvement.

Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The identification of purpose, audience, context and tone is no longer a requirement of the multimodal presentation.
- The stimulus specifications have been revised. When selecting stimulus texts
 - if selecting a series of visual texts as an option for one of the two unseen stimulus texts, it must consist of at least three visual images with up to 60 words in Spanish for each image
 - audiovisual stimulus materials must not include any subtitles or written words in either Spanish or English.
- The assessment conditions have been revised. Students should receive the seen stimulus for study at the beginning of the five-week assessment period.
- The response requirements now include a spoken interview component. Teachers should include and practise interview strategies to sustain communication and exchange meaning within this genre.
- The stimulus specifications have been revised. When selecting stimulus texts
 - if selecting a series of visual texts as an option for one of the two unseen stimulus texts, it must consist of at least three visual images with up to 60 words in Spanish for each image
 - audiovisual stimulus materials must not include any subtitles or written words in either Spanish or English.
- The assessment conditions have been revised. Students should receive both the seen and unseen stimulus for study at the beginning of the five-week assessment period.

Assessment decisions

Reliability

Reliability 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	76.19	23.81	0.00	0.00
2	Exchanging information and ideas in Spanish	71.43	28.57	0.00	0.00

Effective practices

Reliable judgments were made using the ISMG for this IA when:

- the use of conventions and language elements, as well as the pace of speaking in the recorded presentation was considered. This ensured that pronunciation, intonation, rhythm, and stress effectively supported communication, without being disrupted by speaking too quickly or too slowly
- responses that showed appropriate and justifiable identification of context, audience, purpose, and tone (PACT), grounded in a sound understanding of the meanings within the stimulus were awarded the perceptive level descriptor mark
- for Criterion 3, the highest marks were awarded when students referenced the stimulus to support their ideas and opinions expressed in response to conversation questions, showing clear connection between the stimulus and the students' personal expression.

Practices to strengthen

When making judgments for this IA for the 2025 syllabus, it is essential to consider the following key differences between the ISMGs in the 2019 and 2025 syllabuses:

- To be awarded the highest performance level mark in the Responding (language elements) criterion, the student response must include a wide range of vocabulary, grammar, pronunciation, register and intonation with accuracy.
- In the Responding (communication) criterion, the response must be communicated using discerning selection, sequencing and synthesis of information to justify conclusions, ideas and perspectives in a contextually appropriate multimodal presentation.
- Proficiency and spontaneity are required when exchanging spoken information and ideas in the interviews. Rehearsed answers must be recognised and awarded lower marks on the ISMG.
- To be awarded the highest performance levels, the response must identify different perspectives, including the student's own perspectives, on the ideas and information in the three stimulus texts.

To further ensure reliable judgments are made using the ISMG for this IA, it is recommended that:

- during the interview, the students respond, in spoken Spanish, to unseen, open-ended, reflective questions about their presentation. There is no need to reference the stimulus in their responses.

Additional advice

It is essential to consider the following key differences between the 2019 and 2025 syllabuses:


- The comprehension of ideas in the three stimuli are related to the Unit 4 subject matter, which now covers the present and future choices (including volunteering).
- Students should respond to the context and audience set for their multimodal presentation, by establishing this clearly in the opening of their multimodal.

Samples

The following excerpt illustrates how a student can effectively demonstrate ‘who was speaking’, ‘why’, and ‘to whom’ while also identifying the tone and message of the text and explaining what was implied about values such as responsibility and maturity. The interpretation is supported with examples from the text and is linked to a student’s ideas and their own experiences and opinions about finishing school and planning the future, using accurate and fluent Spanish throughout.

Note: The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.

El Propósito



Promueve programas de voluntariado en Latinoamérica para estudiantes extranjeros.

Destaca beneficios sociales, ambientales y personales.

Usa frases como “experiencia única y transformadora” para atraer a adultos jóvenes.

Video content:(2 min, 22 secs)
<https://youtu.be/3fZzCTfbs2U>

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. The external assessment papers and the external assessment marking guide (EAMG) are published in the year after they are administered.

Examination — combination response (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:

- Section 1 consisted of short response questions (14 marks)
- Section 2 consisted of short response questions (17 marks)
- Section 3 consisted of an extended response question (21 marks).

The assessment required students to analyse three Spanish stimulus texts using both English and Spanish.

The stimulus for the Section 1 short response in Spanish was an audio text with two associated questions.

The stimulus texts for the Section 2 short response in English were two written texts with four associated questions.

Assessment decisions

Assessment decisions are made by markers by matching student responses to the EAMG.

Effective practices

Overall, students responded well to:

- Question 3
- Question 4
- Question 7

Practices to strengthen

When preparing students for external assessment, it is recommended that:

- instruction to use a piece of evidence from a stimulus text only once within the examination, i.e. once across all responses given, is provided
- analysis of stimulus texts to determine any reference to gendered characters/ persons is practised
- evaluation of how well a piece of evidence justifies an answer is made routine
- checking for consistent application of register when writing in Spanish is emphasised.

Additional advice

- When instructed to respond in English or in Spanish, students must develop their answers so that the full requirements of the task are delivered in only the prescribed language. For instance, strategies to negotiate the meaning of Spanish vocabulary words unknown to the student should be employed before ‘filling a gap’ with an English term when it is instructed that the response is in Spanish. Similarly, direct quotes from stimulus texts must be translated into English within the student response, when the response is to be presented in English, for these quotes to be considered when marking.
- Accurate representation of the intended meaning of stimulus texts is required for an answer, or a piece of evidence, to be considered valid towards achieving marks. This includes accurately reflecting the verb tense / time frame of an action taking place and the use of gender when referring to characters from a text. For instance, ‘he loved to learn’ does not accurately represent the quote ‘I love to learn’ as intended in written Stimulus 2 of the 2025 external assessment.

Samples

Short response In Spanish

Question 1

This question required students to identify the context of the Stimulus 1 audio text. Two pieces of evidence from the stimulus text were required to both support the context in the statement presented. Student responses needed to be written using Spanish.

Effective student responses:

- identified the context as a speech given at the birthday celebration of the speaker’s father
- provided evidence that highlighted the reason for presenting the text (the father’s birthday) and acknowledged that it was delivered to an audience of people (at a special event). All evidence needed to accurately represent the intended meaning of the stimulus text
- conveyed meaning using Spanish with fewer than 5 errors across the response.

This excerpt has been included:

- to show the statement of context addresses the key information required. However, only one of the two references to what is said in the text clearly demonstrates evidence of key components of the context. The second example from the stimulus does not justify any of the delivery of a speech at a celebration, or the acknowledgment of the father on his birthday and so, does not earn a mark. There are less than 5 errors in the student’s use of Spanish, meaning that their work demonstrates relevant meaning with few errors aligned to the EAMG.

El contexto del Estímulo 1 es un discurso de cumpleaños por un hijo en honor al 50 cumpleaños de su padre. El hablante expresa gratitud y admiración por la influencia de su vida. ~~Esto~~ Esto se muestra cuando dice: "Quiero proponer un aplauso para mi padre, que cumple 50 años hoy," lo que indica un ambiente de celebración. Además, menciona: "Cuando tenía 20 años, mi padre me dio la oportunidad de viajar a Bolivia," lo que refleja el carácter personal y emotivo del discurso.

Question 2

This question required students to identify both the speaker's tone and what it revealed about their opinion of the topic (their father). Student responses needed to be written using Spanish and include two pieces of evidence from the stimulus text that both justified the statement and tone presented.

Effective student responses:

- identified the speaker's grateful tone and their positive/admiring opinion of their father, which was revealed through their tone. Including both parts of this response was key to achieving the highest mark on the EAMG for Question 2
- used evidence that included expressions of gratitude towards the father and were useful examples of the positive opinion held of him
- conveyed meaning using Spanish with fewer than 5 errors across the response.

Short response in English

Question 3

This question required students to analyse the intended audience of the Stimulus 2 written text and provide two pieces of evidence that demonstrated how the text identified and addressed the intended audience.

Effective student responses:

- Identified high school graduates as the intended audience
- used evidence that clearly addressed students finishing their final examinations and preparing to move on as examples of how this audience could be determined.

This excerpt has been included because the statement about audience is complete and the two pieces of evidence provided demonstrate how it is evident that the text is directed to this group. It is useful to observe that the quotes accurately reflect the meaning of the stimulus text and include sufficient information to explain the links with the identified audience.

Stimulus 2 intends to target an audience of people who are deciding what to do ~~at~~ once they finish school and have graduated. This is evident as the writer mentions that whilst they are blogging, they are also incorporating reflection on ^{their} experiences from after school, sharing things that they ~~the~~ learnt with the online audience. It is also indicated as the writer mentions that there are many options for the audience ~~after~~ the graduate.

Question 4

This required students to evaluate the Stimulus 2 Written text to identify two perspectives about finishing high school and moving on that the author holds. Two pieces of evidence from the stimulus text were required to corroborate each of the perspectives identified.

Effective student responses:

- identified perspectives relevant to the intended meaning of the stimulus text, such as *change should be accepted*, *independence is something to value* or *learning needs to always continue happening*.
- used a total of four pieces of evidence, two per valid perspective identified; that clearly demonstrated the conclusions drawn about the way the author thinks about this phase of life.

Question 5

This question required students to identify the purpose of the Stimulus 3 Written text. Justification of this with two pieces of evidence was required.

Effective student responses:

- identified that the stimulus was designed to promote the services of the company that produced it (Enterprise Spain).
- provided evidence from the text that showed how the creators of the text were using language to advertise what they can do for a person who engages with their services.

Question 6

This question required students to analyse how the Stimulus 3 Written text describes the country of Spain as a destination. Students needed to refer to three examples from the stimulus text that substantiated their conclusion about the type of destination Spain is suggested to be by the text.

Effective student responses:

- analysed what the stimulus text said in order to make an evaluation about the type of representation made of the country as a destination.
- provided specific quotes and/or examples of language features applied by the text to demonstrate how its description of Spain as a destination is achieved throughout the stimulus.

Extended response in Spanish

Question 7

This question required students to write a 200–300 word email to their teacher in Spanish, describing how their study of Spanish had influenced them. Three pieces of information needed to be addressed and elaborated on when constructing the extended response. These included:

- what feelings the student has about studying Spanish and if they had changed since beginning to do so
- details of a specific experience related to their study of Spanish
- the personal hopes and/or aspirations the student has for their ongoing use of Spanish after school.

Effective student responses:

- provided clear reference to each of the bullet points in the instructions, and elaborated on these by using examples, explanations, reasoning, etc.
- structured a coherent response through the careful selection of ideas, logically organised to achieve the purpose of the task
- used a wide range of vocabulary, grammar and verb tenses throughout their response, showing knowledge of synonyms, varied sentence structures and an ability to manipulate verbs, including with complex applications
- created a text that adheres to the textual conventions of email writing.

This excerpt has been included:

- because the student has constructed their response to exploit the opportunity to model their knowledge of Spanish vocabulary and grammar to communicate. The student details an experience specifically relevant to their learning of Spanish. Detailing the experience of a short exchange in Madrid and discussing the influence of this experience addresses the task bullet point (and aligns with the purpose of the writing task established in Question 7)
- to show thoughtfully selected, logically sequenced and well synthesised ideas used in the response. This student's broad knowledge of grammar also contributes to how successfully meaning (EAMG column 2) is expressed in their work.
- to demonstrate a wide range of grammatical structures being used appropriately: indirect object pronouns, descriptions, reflexive pronouns, adverbs, comparisons. Also, a wide range of verb tenses, including complex verb structures, are used with accuracy: the simple past tense, present tense, subjunctive, present perfect, past subjunctive and conditional. On balance across this response, a wide range of vocabulary that has precise application can be observed. It is important to note that within the highest performance-level descriptors of the Question 7 EAMG (in the Information column), the requirements for 'a high level of accuracy' or 'with few errors' do allow for mistakes and/or errors in student work, a minimum number of times.

Estimada profesora,

Le escribo para explicar cómo el aprendizaje del español me ha influido personalmente. Al principio, cuando empecé las clases, me sentía inseguro y pensaba que nunca hablaría con fluidez. Sin embargo, con el tiempo mis sentimientos han cambiado: ahora me siento motivado, orgulloso y más curioso por conocer otras culturas. He practicado la pronunciación y la gramática, y he ganado confianza al expresarme en público.

Una experiencia que recuerdo con emoción ocurrió el verano pasado: hice un intercambio breve en Madrid y me alojé con una familia local. Durante esas tres semanas utilicé el Español diariamente: tuve que pedir direcciones, comprar en mercados y preparar una presentación sobre mi ciudad para el instituto.

Esa experiencia no solo ~~mejoró~~ ^{mejoró} mi nivel lingüístico, sino que también me ~~enseñó~~ ^{enseñó} a adaptarme y a entender modismos y costumbres que no ~~parecen~~ ^{aparecen} en los libros. Además, participé en un club de conversación en línea y ayudé a enseñar inglés a estudiantes hispanohablantes, lo que reforzó mi capacidad explicativa.

Respecto a mis esperanzas futuras, deseo continuar usando el Español tras terminar la escuela. Me gustaría estudiar Filología Hispánica o Relaciones Internacionales en ~~la~~ la universidad y, en el futuro, trabajar en un entorno bilingüe o realizar voluntariado en países hispanohablantes.

También, espero viajar más por Latinoamérica para ampliar mis ~~mis~~ ^{mis} conocimientos culturales. Aprecio mucho todo lo que he aprendido en sus clases y le agradezco por su apoyo constante.

Atentamente,

Amani Makhoul