

Spanish subject report

2024 cohort

January 2025



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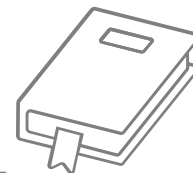
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Introduction



The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2024 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 2025.

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.

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

1.86%
increase in
enrolment
since 2023



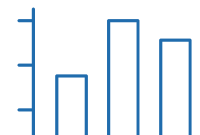
71.43%
agreement with
provisional marks
for IA3



99.09%
of students
received a
C or higher



Subject data summary



Subject completion

The following data includes students who completed the General subject.

Note: All data is correct as at January 2025. 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: 22.

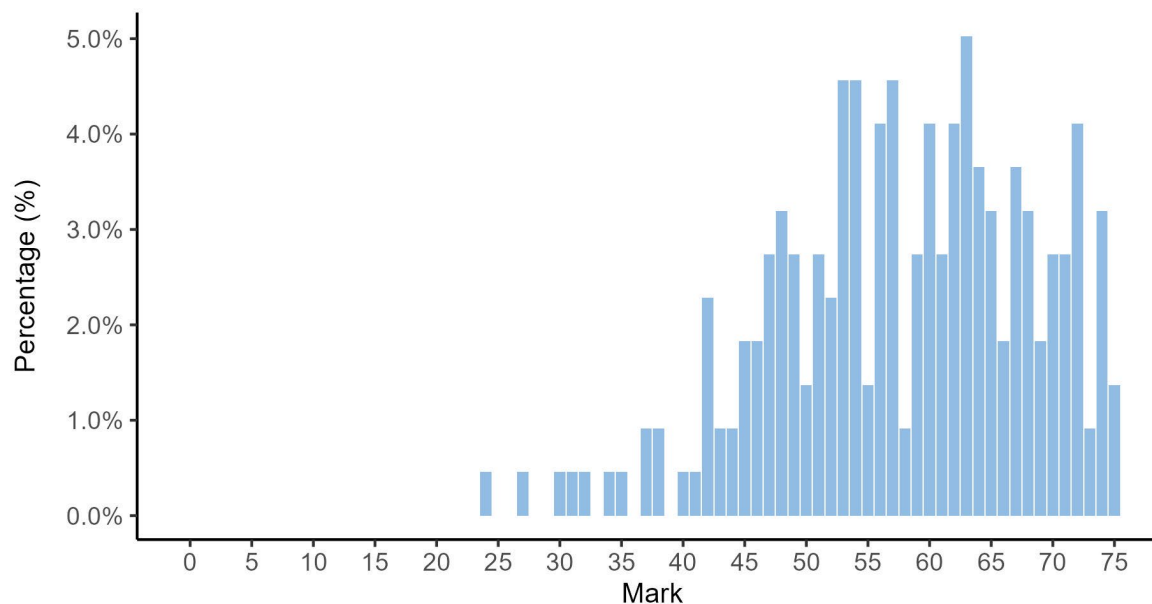
Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	249	235	219

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	244	5
Unit 2	232	3

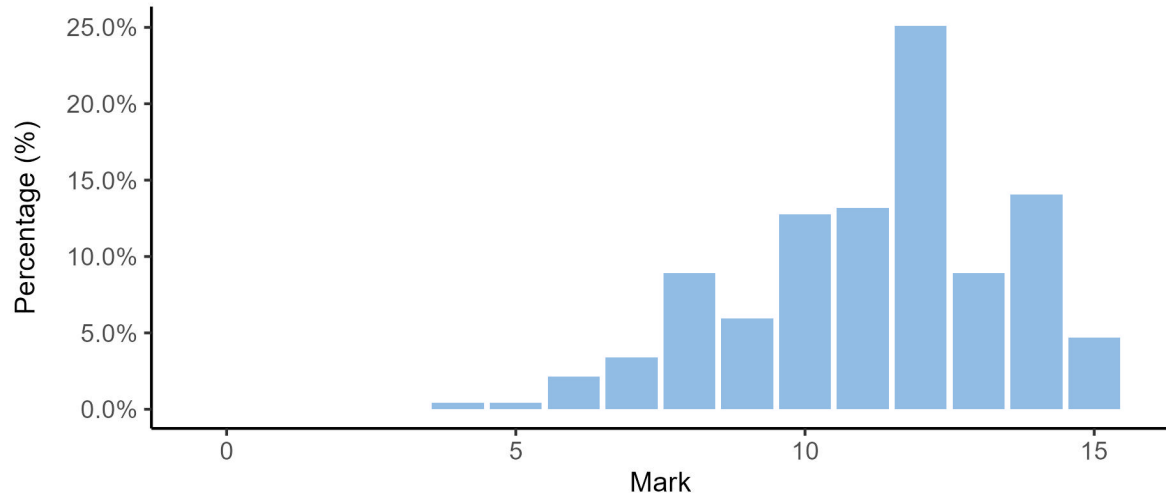
Units 3 and 4 internal assessment (IA) results

Total marks for IA

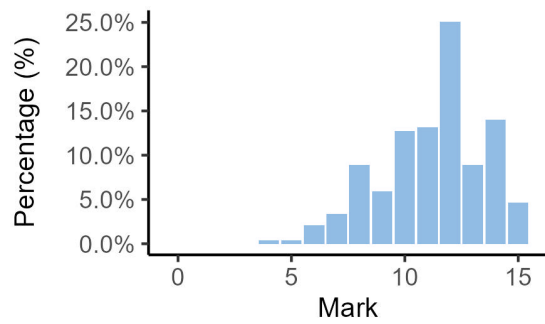


IA1 marks

IA1 total

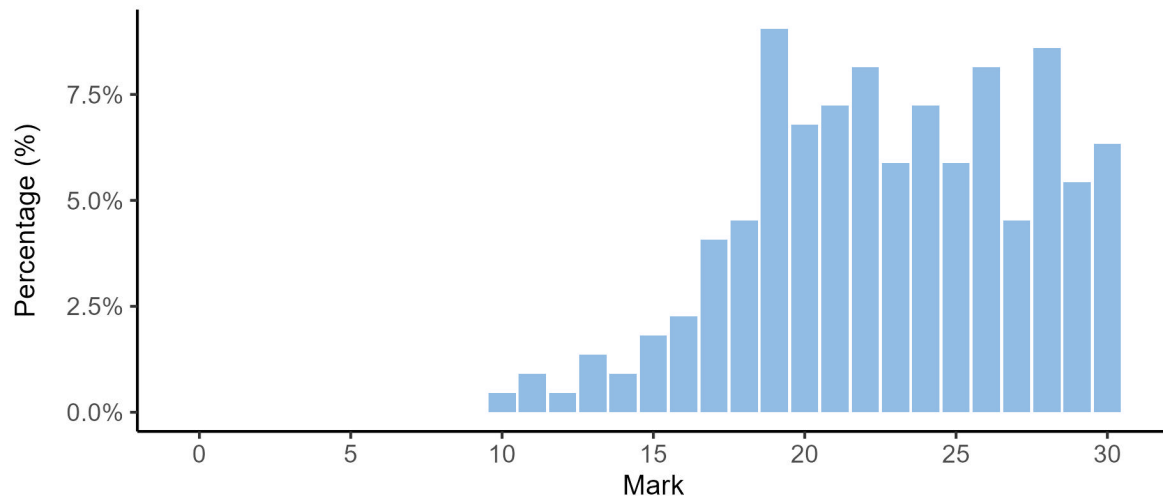


IA1 Criterion: Analysing Spanish texts in English

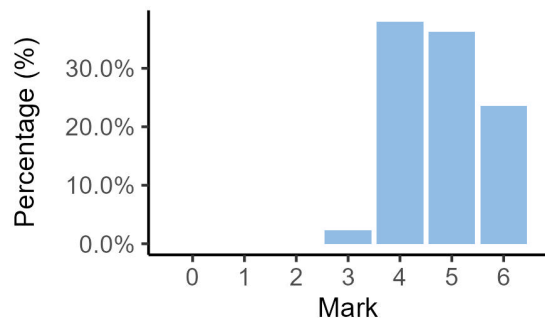


IA2 marks

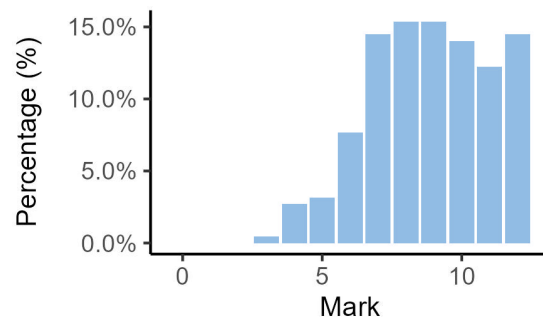
IA2 total



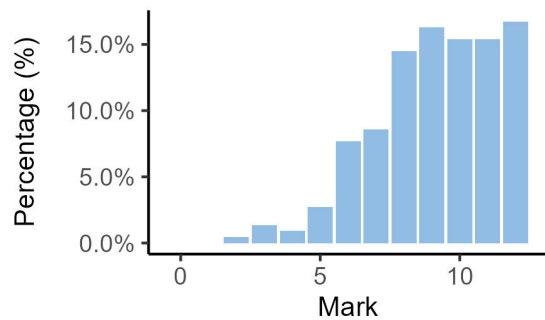
IA2 Criterion: Analysing Spanish texts in English



IA2 Criterion: Creating Spanish texts with Spanish stimulus

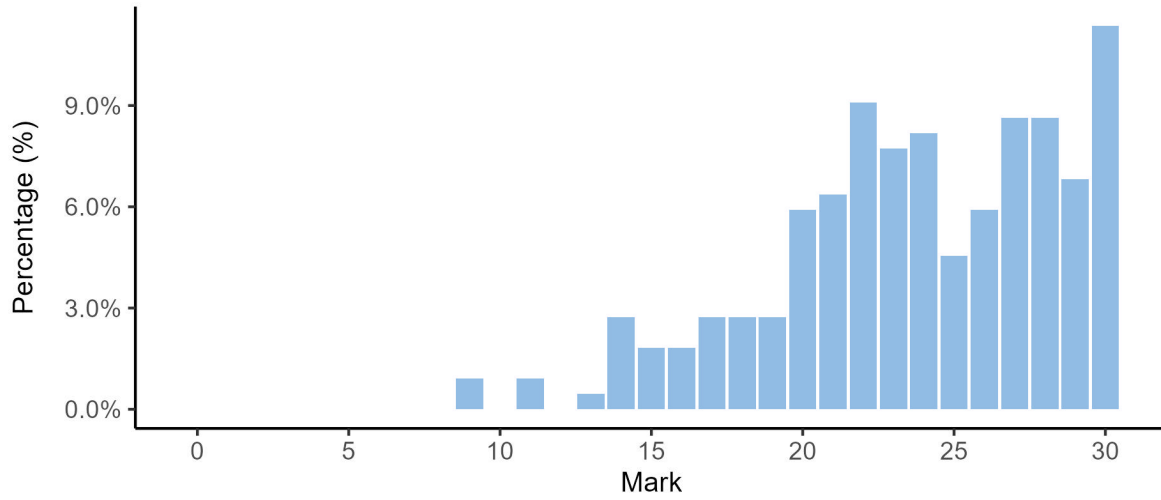


IA2 Criterion: Exchanging information and ideas in Spanish

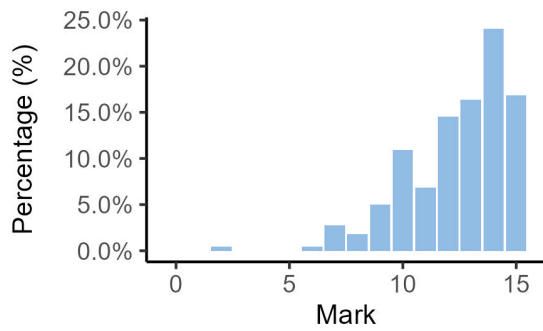


IA3 marks

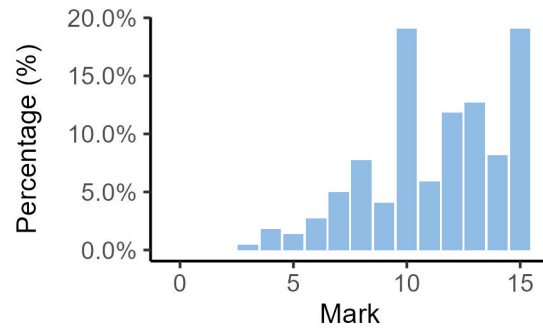
IA3 total



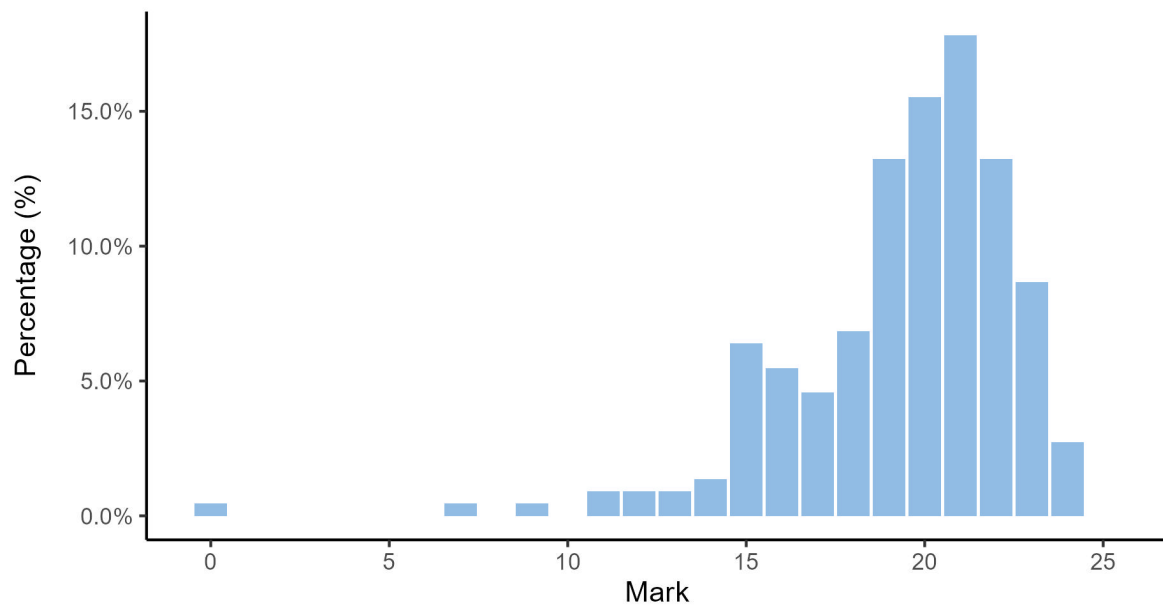
IA3 Criterion: Analysing Spanish texts in Spanish



IA3 Criterion: Exchanging information and ideas in Spanish

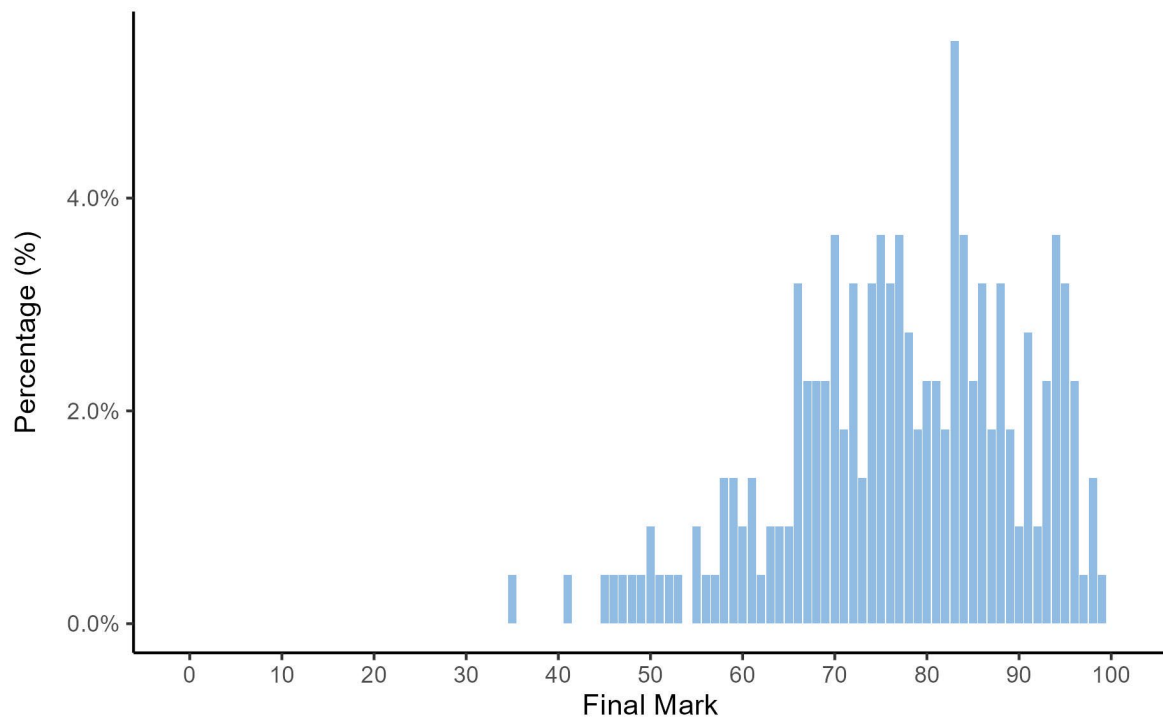


External assessment (EA) marks



Final subject results

Final marks for IA and EA



Grade boundaries

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

Standard	A	B	C	D	E
Marks achieved	100–83	82–65	64–44	43–19	18–0

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	87	100	30	2	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 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 v6.0*, Section 9.5.

Percentage of instruments endorsed in Application 1

Instruments submitted	IA1	IA2	IA3
Total number of instruments	22	22	21
Percentage endorsed in Application 1	59	36	61

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 v6.0*, 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	21	125	22	42.86
2	21	125	0	90.48
3	21	125	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	4
Authentication	0
Authenticity	1
Item construction	0
Scope and scale	2

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided stimulus that recognised the diversity of roles and relationships, allowing students to demonstrate their understanding of the subject matter while also drawing links to their own perspectives of their place in society
- contained questions that addressed all specifications (e.g. the number of items, writing in full sentences in English) and included a question that relied on the use of more than one stimulus text
- included questions where purpose, audience, context and tone elements could be thoroughly elicited from specific stimulus texts.

Practices to strengthen

It is recommended that assessment instruments:

- adhere to the specifications for visual stimulus, which must contain some text in Spanish but no more than 60 words, allowing students to demonstrate comprehension of the Spanish language and infer meaning

- adhere to the specifications for audiovisual stimulus, which must not contain any written text, e.g. subtitles, titles, captions, graphics
- contain carefully worded questions that explicitly direct students to demonstrate the required assessable objectives, e.g. 'provide textual evidence that supports your conclusions'
- limit the number of cognitions and elements that students are asked to demonstrate or identify in each question. This ensures students can create a response that can demonstrate the highest performance-level descriptor within 100 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	1
Layout	1
Transparency	5

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- adhered to layout specifications, including appropriate formatting, adequate space for student responses and minimal distractors
- modelled accurate spelling, grammar and punctuation.

Practices to strengthen

It is recommended that assessment instruments:

- clearly label stimulus items and ensure naming is consistent throughout the examination questions, e.g. Stimulus 1 or Written Stimulus
- contain instructions and questions that are worded clearly and accurately, e.g. if students are directed to give two examples from the text to support identification of context and audience, the question should clearly state that one example needs to justify context and the other needs to justify audience.

Additional advice

- Ensure the Spanish language in stimulus texts is complex enough for students to showcase the full range of cognitive skills outlined in the ISMG.
- Information and ideas in the stimulus should be age appropriate for students, socially and culturally responsive and inclusive, and suited to the school context.

Assessment decisions

Reliability

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

Agreement trends between provisional and confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing Spanish texts in English	42.86	57.14	0	0

Effective practices

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

- responses provided clear links between the conclusion and evidence drawn from the stimulus for the question
- evidence of the comprehension of a stimulus text accurately reflected the attitudes, values and perspectives, with questions posed relevant to tone, purpose, context and audience
- a strategy was applied to assist students in answering questions within the expected response length.

Practices to strengthen

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

- analysis and evaluation are deemed discerning only when there is evidence across responses from all the stimulus
- responses are matched to the highest performance-level descriptors when they demonstrate comprehensive understanding of a stimulus. Visual elements or formatting in stimulus text/s are not valid justifications on their own. An image may contribute to the meaning of a stimulus but cannot be the only evidence provided to substantiate claims or justify conclusions
- when matching responses to the descriptors of analysis and evaluation, justification is not based on students' general knowledge but rather on the information directly from the stimulus
- the response must address the question posed, e.g. if a question asks for the audience of both texts, the student should present the audience with justification from the two relevant stimulus texts. When this is not evident, this should be reflected in the marks allocated
- when the same evidence is used multiple times across a response, the marks allocated acknowledge that the student response has not demonstrated breadth of evidence
- consideration is given only to
 - evidence and/or examples in English, including direct quotes in Spanish which are either paraphrased or explained to show comprehension

- evidence for each question posed. For instance, a correct tone identified in an audience question cannot be allocated marks for tone.

Samples

The following excerpts illustrate valid conclusions with justification about the different roles in society, with a clear link to the evidence in the stimulus, e.g.

- in Excerpt 1, ‘the social context is a poster that evaluates the progression of equality for women in Hispanic society’
- in Excerpt 2, ‘the purpose is to ... promote and educate how the role of women in Colombian society is highly valued’.

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

Excerpt 1

The social context is a poster that evaluates the progression of equality for women in Hispanic society. It states that the labour market has more men with 52.9% - 47.1% women, women only do 1 hour of housework per day, 4.2% of women do family care to 3.8% men, the gap salary has deminished 80%, and many women choose to study. This could be found on a website/social media page sponsoring women, as the range of statistics shows the authors attitude is backing/encouraging of women, as it provides positive information, but also infers that society always has room to improve.

Excerpt 2

The purpose is to demonstrate, promote and educate how the role of women in Colombian society is highly valued. The speakers tone is supportive and passionate, as she explains how the role of women in society, and the oportunities they are provided with makes her happy. Her tone infers that she highly advocates for and values women, when she states that in university 6 out of 10% are women. She also explains how women are important in leadership/politics, permitting them to have social value, and that there is/most of the time equal oportunities between men and women.

Additional advice

- Ensure when creating assessments that evidence cannot be reused for multiple responses. Stimulus and questions should be designed so that each question has specific and tangible examples.

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, and 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	1
Item construction	2
Scope and scale	3

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided students the opportunity to demonstrate the required assessable objectives and achieve the highest performance-level descriptors in the ISMG
- contained stimulus texts that were relevant to the subject matter and of adequate complexity
- included questions where purpose, audience, context and tone elements could be thoroughly elicited from specific stimulus texts.

Practices to strengthen

It is recommended that assessment instruments:

- refer to the stimulus texts from Session 1 Part 1 when responding in Part 2

- contain stimulus items that align to syllabus specifications, in particular
 - adhering to the response length for individual texts as well as the total across all texts
 - avoiding any written text in audiovisual stimulus
- ensure a clear, tangible link between the ideas and information in the stimulus and the expected student responses. Questions should directly relate to the stimulus to accurately assess student understanding
- ask students to provide personal perspectives in both Session 1 Part 2 and Session 2.

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	0
Layout	1
Transparency	5

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- contained stimulus texts that were legible, age appropriate and free from error
- provided visual, audio and audiovisual elements that were clear and audible.

Practices to strengthen

It is recommended that assessment instruments:

- ensure all instructions and questions are worded clearly and accurately
- allow for unique student responses by avoiding leading or over-scaffolded questions
- contain ideas and content that are suitable and age appropriate.

Assessment decisions

Reliability

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

Agreement trends between provisional and confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing Spanish texts in English	95.24	4.76	0	0
2	Creating Spanish texts with Spanish stimulus	95.24	4.76	0	0
3	Exchanging information and ideas in Spanish	90.48	9.52	0	0

Effective practices

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

- for Session 1 Part 1, the highest performance-level descriptors were matched to responses that identified and justified purpose, audience, tone and context elements based on comprehensive understanding of the relevant stimulus texts
- for Session 1 Part 2
 - the application of conventions and use of language features reflected the level of study for which students were being assessed
 - the highest performance-level descriptors were matched to responses in which students used verb tenses that allowed for expression of ideas about the past, present and future to construct a response to the question.

Practices to strengthen

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

- for Session 2, Exchanging information and ideas in Spanish
 - teacher involvement is minimal to ensure the conversation remains student centred and the student speaks for the maximum time possible in the range of 3–7 minutes. Students should go beyond just asking questions of the teacher when generating information, by sharing their own ideas and personal perspectives in their responses relevant to the stimulus
 - to demonstrate the first characteristic in the ISMG above the 3–4 mark range, student responses make specific references to the new stimulus from Session 2 and at least one stimulus text that was presented during Session 1
- errors in Spanish that are foundational to communication at the required level (i.e. agreement, present tense, word order, correct vocabulary choices) are considered when allocating marks for language elements.

Samples

The following excerpt illustrates a personal response and reference to all stimulus with highly proficient language.

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

Christian Valer Javier
Corresponsal
Brisbane

Actualizado viernes, 22 de marzo de 2024 – 9:43am

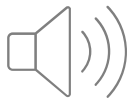
El Día En Que Vivimos

Hoy en día se presenta problemas en que antes no se habían visto, y ahora los habitantes de la Tierra. Tenemos que defender nuestro hogar de las guerras, la deforestación, la contaminación y también el cambio climático. Lo importante hoy es que hagamos algo y no dejarlo para que la futura generación este resolviendo problemas que no les corresponden.

Primeramente, lograr paz al nivel mundial es un objetivo bien difícil, por el dicho de que, en un planeta de 7 billones de personas, no todos van estar de acuerdo. Sinceramente resolver las guerras es un proceso muy devastador, pero yo siento que no hay mucho que se puede hacer sobre los prejuicios que vienen pasados por generaciones. Lo que se tiene que hacer es educar a los jóvenes que los conflictos se pueden resolver hablando y no hay necesidad de abollar a la gente.

The following excerpt illustrates a response that generates conversation by leading the conversation in a unique way while using proficient language to express a personal response.

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



Audio content: (51 secs)

www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_spanish_ia2_stu1_e1.mp3

Additional advice

- Text types (Syllabus section 1.2.5) and their relevant textual features (e.g. titles, paragraphs, email subjects, dates on letters or diary entries) should be familiar to students prior to Session 1 Part 2: Extended response.
- For Session 1 Part 1, the criterion 'Analysing Spanish texts in English' applies to all the responses. This should be reflected in the marking where a student does not respond to a question.

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	7
Authentication	1
Authenticity	0
Item construction	0
Scope and scale	0

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- aligned purposefully with the subject matter, allowing students to demonstrate their understanding of the topics as well as providing their own perspectives
- were of appropriate scope and scale to allow students to create unique responses
- provided sufficient scaffolding that assisted students to complete the task while avoiding repetition of information already stated in the task instructions.

Practices to strengthen

It is recommended that assessment instruments:

- clearly and consistently label each stimulus, including which one is to be studied in class
- avoid using audiovisual texts that contain any written text, including titles, subtitles and/or English translations
- include a series of visual texts that feature a minimum of two images with up to 60 Spanish words for each visual text.

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	2

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- used clear and concise vocabulary that was free from errors and avoided bias
- included a variety of text types for stimulus items.

Practices to strengthen

It is recommended that assessment instruments:

- include directions for students to refer to stimulus items in developing their personal response in Part 1
- ensure instructions for students to complete Part 2 are included in the task description for transparency.

Additional advice

- Sample questions for Part 2 should be open ended and elicit personal perspectives as well as reflections on the student's individual response in Part 1.

Assessment decisions

Reliability

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

Agreement trends between provisional and confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing Spanish texts in Spanish	85.71	14.29	0	0
2	Exchanging information and ideas in Spanish	71.43	28.57	0	0

Effective practices

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

- for Part 1, Analysing Spanish texts in Spanish
 - the highest performance level was allocated for the first characteristic when responses showed comprehensive understanding of information, ideas and opinions in all the stimulus texts
 - an effective comprehension in the 12–13 mark range was demonstrated when responses met the characteristics of the highest performance level but showed incorrect comprehension of some parts of one stimulus text from the suite of texts
 - a mark was allocated at the 10–11 mark performance level or lower when understanding of the whole text was not demonstrated correctly
- the highest performance level for the second characteristic was allocated only when purpose, audience, context and tone were accurately identified from the stimulus texts.

Practices to strengthen

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

- for Part 1, the highest performance levels
 - are allocated when purpose, audience, context and tone elements are effectively identified in the relevant stimulus text/s to infer meaning, values and attitudes
 - are allocated only when students incorporate the analysis and evaluation of the stimulus texts to support their own ideas, perspectives and/or attitudes in the multimodal presentations
- the second characteristic is considered when making judgments about the structure and sequence of a spoken response. Sequencing refers to how ideas are linked together to make sentences, and synthesis refers to how personal opinions and the stimulus are linked and woven into the conversation to produce a cohesive and authentic response.

Samples

The following excerpt illustrates the perceptive identification of purpose and tone, as well as discerning analysis and evaluation. The response explores the use of language features to draw conclusions about the use of tone and purpose.

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

EL ESTÍMULO TRES - RESPONSABILIDADES

- Como estudiante internacional, debes cumplir con las leyes locales.
- Respeta la cultura extranjera
- Sé un buen representante de tu país de origen
- Enfócate en tus metas (académicas y de ocio)

Video content: (3 min, 14 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_spanish_ia3_stu2_e1.mp4

The following excerpt illustrates evidence of a student's opinion of Stimulus 2, with links to the information in the text. The student does use a direct quote from the stimulus, but then goes on to further evaluate this and the information about volunteer programs.

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



Audio content: (1 min, 52 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_spanish_ia3_stu2_e2.mp3

Additional advice

- Students should be encouraged to convert PowerPoint files to .mp4 or .mov files to ensure responses are within the syllabus response length conditions before submission. This also provides an additional way to check the length and time stamps when making judgments. See the *Confirmation submission information*, available in the Syllabuses application (app) in the QCAA Portal, for submission requirements.
- Part 1, Analysing Spanish texts in Spanish requires a prepared, individual, multimodal presentation of 4–8 minutes in Spanish. A video of the student reading their scripts does not satisfy the syllabus specifications.

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 — 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 one paper:

- Section 1 consisted of short response questions with responses in Spanish (15 marks)
- Section 2 consisted of short response questions with responses in English (17 marks)
- Section 3 consisted of an extended response question (21 marks).

The assessment required students to analyse Spanish stimulus texts in both English and Spanish, and to create a written extended response in Spanish.

The stimulus text for Section 1 was an audio text in Spanish with two associated questions. The stimulus text for Section 2 consisted of two written texts in Spanish with four associated questions.

Assessment decisions

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

Effective practices

Overall, students responded well to:

- Question 2
- Question 4
- Question 6.

Practices to strengthen

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

- develop students' understanding of context as the environment in which a text is created or responded to (Syllabus glossary) and how to identify it
- encourage students to respond to comprehension questions in a direct way. In the short response sections, students should respond to a 'how' or 'why' question with a specific answer that includes a manner or reason
- advise students to paraphrase quotes from the stimulus text into their own words, as using a quote from the stimulus text to provide an answer does not allow students to fully demonstrate the assessment objectives

- develop students' capacity to analyse texts thoroughly and with attention to detail so they can give singular answers to questions about context, audience, purpose and tone. Students must provide the number of examples set out by a question to receive maximum marks.

Samples

Short response in Spanish

Question 1

Question 1 required students to identify the audience of the audio stimulus and provide two examples of evidence from the text to justify a valid conclusion.

Effective student responses:

- identified the audience as a restaurant where the speaker has a reservation
- used at least two of the following examples to justify the statement about audience
 - the speaker has a reservation for next Saturday in the evening
 - the speaker's table is under her name, Juliana Santos Perez
 - the speaker states that the reservation is at 7:45 pm
- demonstrated comprehension of the audio text using the student's own knowledge of Spanish vocabulary and grammar, without relying on language used by the speaker in the stimulus text
- were in Spanish with no more than a few language errors.

This excerpt has been included because it provides a clear statement of a relevant audience, with two accurately portrayed examples from the stimulus that support the audience stated. Although the excerpt contains some errors in the use of Spanish, there are only a few.

QUESTION 1 (7 marks)

Who is Juliana trying to contact in Stimulus 1? Justify your response with two examples from the stimulus.

Juliana esta tratando de contactar al restaurante donde hizo la reservación para su cena de ~~graduación~~ graduación. En la llamada les ~~pregunto~~ ~~que por favor la llamaran~~ porque ~~tiene~~ dijo que tiene que cambiar ^{la} ~~una~~ reserva que tiene para el próximo sábado en la noche. También, les dijo que su mesa esta a nombre de Juliana Santos Pérez. Ultimamente, les dijo que ~~te~~ por favor la llamen para confirmar los cambios.

Question 2

Question 2 required students to identify the purpose of the call made by the speaker in the audio stimulus and provide three examples of evidence from the text to justify a valid conclusion.

Effective student responses:

- identified that the purpose of the speaker was to make changes to an existing reservation at a restaurant
- used at least three of the following examples to justify the statement about purpose
 - the speaker says she will need to add more people to the reservation
 - the speaker says she will need to change the reservation time to 6:30
 - the speaker says she wants to be seated in the garden
 - the speaker says she will need a chair for children or a highchair
 - the speaker asks if the children can be served more quickly
 - the speaker requests that somebody call her back to confirm the changes outlined in the voice message
- demonstrated comprehension of the audio text using the student's own knowledge of Spanish vocabulary and grammar, without relying on language used by the speaker in the stimulus text
- did not duplicate an example that had already been used in response to Question 1, which also relied on Stimulus 1
- were in Spanish with no more than a few language errors.

This excerpt has been included because it provides a clear statement of a relevant purpose, with three accurately portrayed examples from the stimulus that support the purpose stated. Although the excerpt contains some errors in the use of Spanish, there are only a few.

QUESTION 2 (8 marks)

What is the purpose of Juliana's call in Stimulus 1? Justify your response with three examples from the stimulus.

El propósito de llamar al restaurante es modificar para ~~cambiar~~ su reserva. De primero, quiere moverla a las seis y media de la tarde ~~noche~~. Después, quiere añadir ~~persona~~ más personas a la reserva. También, quiere sentarse en el jardín. Ultimamente, ~~por~~ preguntó si pueden servirle a los niños pequeños más rápido.

Short response in English

Question 3

Question 3 required students to identify the context of Stimulus 2 and provide three examples of evidence from the text to justify a valid conclusion.

Effective student responses:

- identified that the context was a tale about the origins of *siesta*
- used at least three of the following examples to justify the statement about context
 - the author wrote a story about the origins of *siesta*
 - Félix shares his love for taking a daily pause (referring to *siesta*)
 - the story refers to when the sun shone ... in the south of the Iberian Peninsula (locating the story in Spain)
 - the days were long and hard when the sun was shining
 - Félix found a way to protect himself from the hottest hours of the day (referring to origins)
 - Félix's friends found him asleep in the shade (referring to *siesta*)
- correctly referred to the author as a male in alignment with the gendered adjectives within the stimulus text, which revealed this detail.

This excerpt has been included because the statement of context clearly highlights the key topic or scenario discussed in the text: the origins of *siesta*. While this response provides three examples from the text, only two of them are useful to justify the conclusion drawn about context. The sentence evidencing that Félix is the main character of the story does not justify the context of the origins of *siesta*, but the other two examples clearly support the response.

QUESTION 3 (4 marks)

What is the context described in Stimulus 2 in the stimulus book? Justify your response with three examples from the stimulus.

The context described is a school student who wrote a story about the ^{origins of the} famous Spanish siesta. This is evident when she writes "In the middle of my course... I wrote a legend about the origins of the famous Spanish siesta." She then elaborates stating "In my story, Felix, the main character..." reaffirming that she had written a fictional origin story. Finally she elaborates on her fictional story explaining how Felix used the siesta to protect himself the hottest hours of the day in the early afternoon.

Question 4

Question 4 required students to analyse Stimulus 2 to evaluate a way in which the custom described (*siesta*) could support students during their final years of schooling, and provide three examples of evidence from the text to justify a valid conclusion.

Effective student responses:

- identified rest and/or relaxation as the way in which *siesta* can support students in their final years of schooling and stated this clearly as the answer to the question
- used at least three of the following examples to justify the conclusion
 - sometimes rest and relaxation time are required when studying
 - the author states the pleasure it gives him when he has a *siesta* for half an hour after school
 - Félix shows understanding of the importance of work–life balance
 - we can intelligently plan to maximise our opportunities
 - tiredness can affect productivity and wanting to enjoy ourselves, but taking a small rest can change all of this
 - each time Félix returned after a *siesta*, he was more energetic than anybody for the end of the day

- ‘now that my siesta is over, let the party begin’
- *siesta* is a custom that helps the author to feel less anxious and more prepared for achieving success at school
- did not duplicate an example that had already been used in response to Question 3, which also relied on Stimulus 2
- correctly referred to the author as a male in alignment with the gendered adjectives within the text, which revealed this detail.

Question 5

Question 5 required students to identify the tone used in the Stimulus 3 written text and three types of language choices that could be found in the text which contributed to the generation of this tone.

Effective student responses:

- identified that the tone was either persuasive or hopeful
- identified at least three of the following specific language features and/or functions in the stimulus text
 - for a hopeful tone
 - use of statistics and data (language choice identified), e.g. more than 95 million people speak Spanish (example of language choice from text), percentage of speakers increasing per year, second most spoken language worldwide, third most used language online, 65% increase in internet use 2010–20
 - descriptors/qualifiers, e.g. valuable as a communication tool
 - superlatives, e.g. most used, most spoken, a large majority of people feel the need to learn
 - hypothesis, e.g. increased number of speakers could indicate conversion into most spoken language, rhetorical future tense question: could it replace English?
 - for a persuasive tone
 - use of authorities to create credibility, e.g. studies by the Instituto Cervantes, University of Colombia academics emphasise, according to studies, according to recent investigations
 - verbs in the present tense or present progressive, e.g. 18 million are (currently) studying, international demand grows (in progress) annually
 - inclusive language (verbs in ‘we’ form), e.g. we know that, we are sure that
 - hypothesis
- used an example from the stimulus text to demonstrate each of the language choices identified and show understanding of meaning.

Question 6

Question 6 required students to analyse Stimulus 3 to evaluate a reason why the author would believe that Spanish is the language of the future. Four examples of evidence from the stimulus text to justify a valid conclusion were required.

Effective student responses:

- identified that the increasing use of Spanish is the reason the author believes it to be the language of the future
- used at least four of the following examples, which all show growth or increases in the use of Spanish to justify the conclusion stated
 - the title of the text is ‘the language of the Century’
 - an estimated 18 million people are studying the language
 - use online increased by 65% between 2010 and 2020
 - the percentage of background speakers increases each year
 - Spanish is already positioned as the second most spoken language in the world
 - the US, where English is the official language, is the country with the fifth most Spanish speakers in the world
 - studies by the Instituto Cervantes show that Spanish is increasingly larger as a first language compared to English
 - it is certain that Spanish has a promising future, meaning that it is likely to continue to grow worldwide
- did not duplicate an example that had already been used in response to Question 5, which also relied on Stimulus 3.

Extended response in Spanish

Question 7

Question 7 required students to respond to a scenario in which the student had recently returned from holidays with their family in Argentina, where they had been celebrating their high school graduation. The task outlined three specific points of information to include in an email to the staff of their hotel:

- thank the chef of the hotel for their service and the variety of food offered
- suggest better activities for young people at the accommodation
- enquire about their lost mobile phone.

Effective student responses:

- formally opened and closed the email with a greeting and closing remark directed to the intended audience of the hotel staff
- demonstrated understanding of the three points of information (presented in the task using Spanish) and used them to direct the development of the email by addressing and elaborating on each point in full, e.g. thanked the chef for the variety of food served and for their customer service, in line with the first information point
- applied register in a thoughtful and consistent manner throughout the response, e.g.
 - as the audience of the email was Argentinian, the use of *vosotros* pronouns or verb forms was deemed inappropriate
 - as the email was to be directed to the staff of a hotel, where a business relationship exists, the use of *tú* pronouns or verb forms was not acceptable

- while register was not penalised for inconsistencies between the use of *usted* or *ustedes* pronouns and verb forms, the language elements that were marked as being the most accurate maintained one or the other (singular or plural) throughout the response, as was grammatically accurate.

This excerpt has been included:

- as a variety of language features and functions have been crafted into the response, modelling the extent of knowledge about how to manipulate language structures to achieve communication goals
- as, while errors can be identified, the response has a wide range of grammar, vocabulary and verb tenses that have been applied correctly
- as it demonstrates an obvious endeavour to exhibit a breadth of knowledge of Spanish language, which can be seen through the use of
 - a colon at the end of the greeting
 - a question structure and an exclamation, with correct punctuation
 - comparative form
 - prepositions
 - pronouns (subject, indirect object, direct object, possessive, reflexive)
 - past tenses (past perfect, imperfect, indefinite)
 - future and conditional tenses, including perfect forms
 - imperative requests/instructions
 - expressions requiring the subjunctive, including doubt, hypothesis and recommendations.

This response contains one error in register. To achieve 'uses consistent register for context' on the EAMG, a maximum of one error in register is allowed.

When considering this excerpt as a model, it should be noted that:

- the first information point was not addressed in full, as a mention of the chef's service is missing
- the choice of content could have been more astutely selected to better align with the scenario created in the task description, which affected the marks allocated for meaning.

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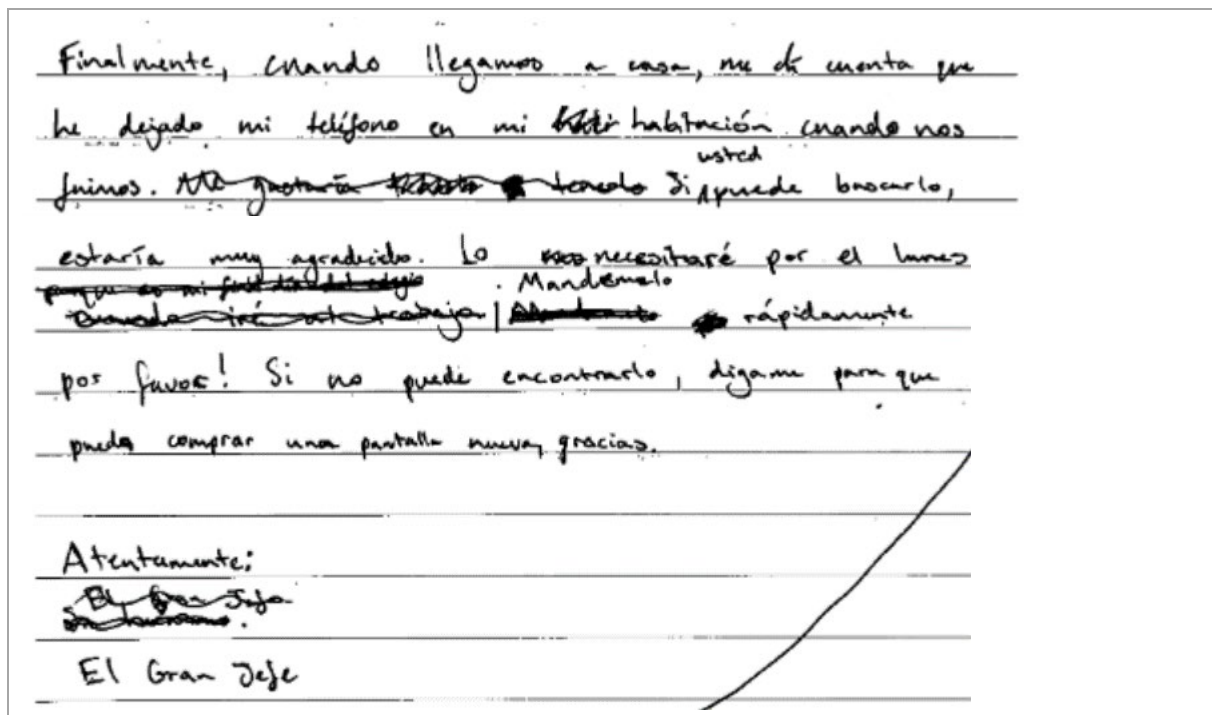
De: ElGranTijer@kazita.com.au

Asunto: nuestro último viaje

Buenos días ^{optimato} Juanito:

¡Primero, ~~quiero decir~~ usted puede decir su cocinero que mi familia y yo, estamos muy agradecido ^{por} la comida que nos ~~servió~~ ^{sirvió}. ¡Fue delicioso! Nunca en mi vida había comido ~~la~~ carne tan rico como lo que cocinaba, y deudo que ~~me~~ ^{prueba} a algo tan ~~delicioso~~ ^{delicioso} otra vez. Si no hubiera ~~probado~~ ^{probado} su comida, ~~no~~ ^{me} habría dado cuenta ^{que} ~~que~~ ^{que} ~~comida~~ ^{comida} ~~era~~ ^{era} la comida de Argentina ^{era} ^{muy rica}. Además, la calidad y la variedad de ~~frutas~~ ^{frutas} y las ~~frutas~~ ^{frutas} y los vegetales fue profunda. ~~En el futuro~~ ~~quiero~~ ~~volver~~ ~~seguro~~ Estoy seguro que volveremos en el futuro.

También, ~~después~~ a pesar del hecho que en hotel ~~era~~ ^(mis padres lo encuentran) fue perfecto para los adultos, tengo algunas sugerencias ~~sobre~~ ^{para} ~~hacerlo~~ ^{hacerlo} más divertido para los niños. Después de que haya leído ~~este~~ ^{este} correo electrónico, ^{usted} pueda entender que ~~los~~ ^{los} ~~niños~~ ^{niños} ~~nos~~ ^{nos} ~~gustan~~ ^{gustan}. ~~Es~~ ^{Es} le recomiendo que usted ~~haga~~ ^{compre} una piscina, porque el ~~verano~~ ^{verano} de Argentina ~~es~~ ^{es} ~~mucho~~ ^{mucho} ~~caluroso~~ ^{caluroso}, y ~~les~~ ^{les} ~~da~~ ^{da} los niños una manera ~~para~~ ^{para} esconder el ~~calor~~ ^{calor}. ~~Porque~~ ^{Porque} sin embargo, ~~en~~ ^{en} ~~esta~~ ^{esta} ciudad, ~~usted~~ ^{usted} ~~recomendará~~ ^{recomendará} más de las medidas de ~~seguridad~~ ^{seguridad}.



Additional advice

- Students should be encouraged to maintain their anonymity when responding to questions, especially in the extended response, to ensure the reliability of marking. School names, student names, teacher names and any other identifying factors should be excluded from student work. Pseudonyms or creative references are not of concern.