# Government of South Australia LogoSACE Board Logo2024 Spanish Continuers Subject Assessment Advice

Overview

Subject assessment advice, based on the 2024 assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

The Subject Renewal program has introduced changes for many subjects in 2025; these changes are detailed in the change log at the front of each subject outline. When reviewing the 2024 subject assessment advice, it is important to consider any updates to this subject to ensure the feedback in this document remains accurate.

# **School Assessment**

Teachers can improve the moderation process and the online process by:

* thoroughly checking that all grades entered in school online are correct
* ensuring the uploaded tasks are legible, all facing up (and all the same way) and remove blank pages and student notes
* ensuring the uploaded responses have pages the same size and in colour so teacher marking, and comments are clear.

Assessment Type 1: Folio (50%)

There are three assessments for the folio.

Interaction

Students may participate in, for example, conversations, interviews, discussions, forums, or debates, or give multimodal presentations or talks to specific audiences and respond to questions in Spanish (5 to 7 minutes).

The choice of topics is determined by the teacher; however, in order to ensure that students are provided with a variety of opportunities to show the breadth and depth of their linguistic capabilities over the year, questions asked should differ substantially from topics covered in the personal section of the externally assessed oral exam.

The task is prepared but should not be scripted; rather, it should allow opportunities for spontaneous answers rather than all pre learned answers to set questions.

Teachers can elicit more successful responses by:

* designing prompts that simulate authentic interactions
* including open-ended discussions
* ensuring the task design allows students maximum opportunities to show their ability to interact. If the student gives a monologue presentation, there should be sufficient questions and answers following the presentation to allow students to demonstrate sustained interaction, depth, and complexity
* relating some follow up questions to information the student has provided rather than following a predetermined list of questions, to allow for spontaneous answers.

Text Production

Students create a text, in which they express ideas and/or information and/or opinions and/or feelings in written Spanish. This may include writing articles, blogs, emails, diary entries, essays, reports, reviews, short stories, brochures, or broadsheets, or responding to a stimulus such as a blog, personal letter, letter to the editor, email, article, advertisement, film, or short story.

Text Analysis

Students analyse and interpret texts that are in Spanish (e.g. magazine and newspaper articles, diaries, advertisements, brochures, reports, literary texts, blogs, conversations, interviews, announcements, talks, songs, speeches, voicemail, podcasts, radio broadcasts, websites) with a response or responses in Spanish and/or English.

Teachers can elicit more successful responses by:

* ensuring that questions about the text include questions about the language used, the text type, and the purpose of the text to assess all the specific features of Interpretation and Reflection
* if using past exams, checking carefully that the questions cover all the specific features required. In an exam, these are covered throughout the assessment type and may not all be covered in Section 1 or Section 2.

Teachers can elicit more successful responses by:

* encouraging students to highlight key ideas, rhetorical devices, and arguments
* providing analytical frameworks by guiding questions or structures (e.g. theme, perspective, author’s intent)
* using comparative analysis that allow students to compare two texts to deepen their insights.

Overall, for the Folio

The more successful responses commonly:

* flowed naturally with logical connections
* sounded authentic, with appropriate intonation and spontaneity
* were well-structured and organised
* used a range of vocabulary and sentence structures
* addressed the prompt with supporting details
* supported points with specific examples from the text
* made connections between texts, themes, or cultural perspectives.

The less successful responses commonly:

* used some variety in vocabulary with simple sentence
* presented with a variety of grammatical and syntactical errors affecting clarity
* used basic cohesive devices
* avoided using correct punctuation in their writing
* relied on well-rehearsed language to sustain the conversation
* used basic summaries instead of deeper interpretation
* lacked supporting examples for arguments and opinions.

Assessment Type 2: In-depth Study

There are three assessments for the in-depth study:

* one oral presentation in Spanish (3 to 5 minutes)
* one written response to the topic in Spanish (maximum of 600 characters/500 words)
* one reflective response in English (maximum of 600 words, or 5 to 7 minutes).

The in-depth study is intended to be more than learning a body of facts and reporting on them. It requires analysis and reflection.

Teachers can elicit more successful responses by:

* ensuring that oral presentations authentically demonstrate students’ analytical thinking and spoken proficiency, rather than simply being read aloud
* incorporating scaffolding questions that promote critical thinking beyond factual recall
* encouraging topics to broader cultural, historical, or contemporary issues in the Hispanic world
* managing time and word length effectively in each assessment by providing structured guidelines for content organisation

The more successful responses commonly:

* provided supported arguments with clear evidence from credible sources
* reflected insightful connections, personal engagement, and discussion of the topic
* demonstrated original analysis rather than just summarising existing information
* had clear pronunciation, natural pacing, and expressive communication
* showed a passion for the topic through thoughtful discussion and well-developed ideas.

The less successful responses commonly:

* had over-reliance on basic facts with little analysis or depth
* provided minimal critical thinking about the topic
* showed presentations sounded like reading aloud rather than a natural discussion
* were monotone speech, mispronunciations, or lack of fluency.

# External Assessment

Teachers can elicit more successful responses by:

* encouraging students to use monolingual and/or bilingual printed dictionaries and develop the necessary skills and confidence to do so effectively. Students are allowed to use printed dictionaries in the written examination
* giving students exam-style questions and structured opportunities to practice under timed conditions
* encouraging students to spend a few minutes outlining responses before writing
* encouraging students to allocate time appropriately across all sections
* encouraging students to proofread their writing and check for basic errors (gender agreements, verb tenses, spelling).

Assessment Type 3: Examination

The examination consists of two assessments:

* an oral examination
* a written examination.

Note**:** The Subject Renewal program has introduced changes for the oral exam in 2025; these changes are detailed in the change log at the front of the subject outline.

Oral Examination

Section 1: Conversation

The more successful responses commonly:

* maintained conversation with a high level of linguistic proficiency, spontaneity, and coherence
* structured ideas logically and provided detailed explanations
* incorporated a wide range of vocabulary, complex structures, and effective connectors
* spoke with accurate pronunciation, natural intonation, and sought clarification when needed.

The less successful responses commonly:

* relied too much on memorised responses, especially when more detail or nuance was required
* found it difficult to rephrase, elaborate, or develop ideas beyond basic responses
* had difficulty with comprehension and accuracy, frequently needed questions repeated and faced challenges with sentence structure, vocabulary, and grammatical accuracy
* used limited language and hesitated often, with a restricted vocabulary range and noticeable pauses.

Section 2: Discussion

Some interesting topics that were chosen this year included:

* The dances of Spain
* Venezuelan migration to Colombia
* Carolina Herrera’s impact in fashion
* The impact of ‘Bluewashing’ on the Indigenous Tribes in Peru
* The first total artificial heart transplant in Argentina
* The impact of telenovelas on shaping and reinforcing social norms and gender roles in Latin America culture
* Teenage life in Spain compared to Australia
* The Classic: the origins of the rivalry between FC Barcelona and Real Madrid.

The more successful responses commonly:

* chose well-researched topics that suited to students’ language abilities, showing strong familiarity and deep understanding
* reflected critically and personally, connected students’ learning to their own life and future, demonstrating insight and engagement
* explored new perspectives, showing evidence of investigating different viewpoints and appreciating their significance
* used language confidently and effectively while expressing opinions and engaging the examiners.

The less successful responses commonly:

* struggled to demonstrate a thorough understanding of topics or provide evidence of research
* failed to express personal opinions to reflect on their findings or share meaningful insights
* gave short, one-sentence answers, relying on examiners to drive the conversation
* selected topics beyond students’ language proficiency, limiting their ability to use varied vocabulary and sustain discussion.

General

Some students selected in-depth study topics beyond their language proficiency, making it difficult to express their ideas effectively. While some topics were engaging, students would benefit from choosing subjects that match their language ability to ensure clearer and more confident responses.

Some students did not submit an IDS outline, limiting examiners' ability to ask relevant questions and affecting their performance.

A number of students were unable to answer questions related to their chosen topic, highlighting gaps in preparation and communication skills.

Written Examination (Online)

Students’ results were spread over a wide grade range. Overall results demonstrated students’ sound knowledge and understanding of the Indonesian language at the SACE Continuers level.

Note**:** The Subject Renewal program has introduced changes for the written exam in 2025; these changes are detailed in the change log at the front of the subject outline.

Section 1: Listening and Responding

There were two texts in Spanish, all of them varying in length and nature. For all texts, the questions and answers were in English.

Question 1 (a)

The more successful responses commonly:

* identified why the host is surprised about Eugenia’s level of Spanish.

The less successful responses commonly:

* misunderstood why the host is surprised about Eugenia’s level of Spanish.

Question 1 (b)

The more successful responses commonly:

* provided comprehensive description of the presence of Spanish culture, with good examples from the text.

The less successful responses commonly:

* identified limited relevant information.

Question 2 (a)

The more successful responses commonly:

* identified why Andrea’s father’s mood changes and provides evidence from the text.

The less successful responses commonly:

* identified limited relevant information.

Question 2 (b)

The more successful responses commonly:

* provided two correct reasons why Andrea is so excited about this opportunity, supported by evidence from the text.

The less successful responses commonly:

* provided one correct reason why Andrea is so excited about this opportunity with evidence from the text.

Question 2 (c)

The more successful responses commonly:

* identified two correct ways in which Andrea’s father tried to help her.

The less successful responses commonly:

* identified one correct way in which Andrea’s father tried to help her.

Section 2: Reading and Responding

Part A

Question 3 (a)

The more successful responses commonly:

* identified the purpose of this text and provides evidence from the text.

The less successful responses commonly:

* misunderstood the purpose of this text.

Question 3 (b)

The more successful responses commonly:

* displayed good understanding of the extent of the significance of this discovery.

The less successful responses commonly:

* displayed limited understanding of the extent of the significance of this discovery.

Question 3 (c)

*The more successful responses commonly:*

* provided substantial description of how this discovery was made.

*The less successful responses commonly:*

* provided some relevant information.

Question 3 (d)

The more successful responses commonly:

* provided substantial description of how this discovery was made.

The less successful responses commonly:

* provided limited information.

Part B

Question 4

Write a comment giving your opinion on the topic you have read from a post on a Spanish forum.

The more successful responses commonly:

* adhered to the text type conventions of a post on a Spanish forum
* supported and justified opinions and arguments
* communicated ideas effectively with originality and creativity
* conveyed the appropriate information in response to the stimulus text addressing all requirements
* conveyed information with a wide range of vocabulary
* used appropriate connectives, syntax, and expression
* organised information and ideas logically and coherently to meet the requirements of the task.

The less successful responses commonly:

* did not follow the correct text conventions of a forum post
* contained frequent syntactical and grammatical mistakes
* relied too heavily on the stimulus text paraphrasing rather than engaging critically with the topic and expressing original opinions
* demonstrated a limited understanding of the task requirements
* struggled to structure ideas logically.

Section 3: Writing in Spanish

Question 5

There was a choice of three options for the students, of varying text types and themes.

Option 1 **–** During the middle of the school term, you went to a concert in a different city far from where you live. Write an email to a friend from school describing your trip, the concert, and asking for help regarding some schoolwork.

This was the most popular choice of topics.

The more successful responses commonly:

* engaged the reader with a natural and friendly tone
* described the trip and concert using vivid descriptive language and appropriate past tenses to narrate experiences
* asked for help with schoolwork using convincing language, along with modal verbs or expressions, to encourage a positive response from the friend
* demonstrated strong grammatical accuracy and coherence using correct tenses (preterite, imperfect, and present), varied sentence structures, and logical sequencing to ensure clarity and fluidity.

The less successful responses commonly:

* did not use the correct format for an informal email
* used limited descriptive language, making the trip and concert details vague
* lacked persuasive language or clarity when asking for assistance with schoolwork, making the request unconvincing
* contained frequent grammatical mistakes mixing preterite and imperfect in descriptions.

Option 2 **–** Write a story for entry into a creative writing competition including the expression ‘Hablar por los codos’. This is an expression used for people who talk a lot.

This was the least popular choice of topics.

*The more successful responses commonly:*

* integrated the expression “Hablar por los codos” naturally and meaningfully within the story, enhancing character development or plot
* engaged the reader with vivid descriptions, varied sentence structures, and appropriate tense use to create a compelling and well-structured narrative.

The less successful responses commonly:

* did not use the given expression appropriately, “Hablar por los codos”
* lacked creativity and clear structure.

Option 3 **–** Write a story for a creative-writing competition that your city’s Spanish teachers’ association is promoting. You are required to use this photo as a prompt for your story.

This was the second most popular chose of topics.

The more successful responses commonly:

* used an engaging and persuasive tone using rhetorical questions, emotive language, and reasoning to convince the audience of their viewpoint.
* structured the talk logically
* maintained grammatical accuracy and fluency.

The less successful responses commonly:

* did not use persuasive language effectively
* lacked a clear and engaging structure
* contained frequent grammatical mistakes making the message less impactful.

General

It is essential to provide students with diverse writing opportunities across various text types, such as informative, imaginative, narrative, personal, persuasive, evaluative, and descriptive writing. Encouraging students to practice different styles enhances their ability to adapt their language, structure, and tone to suit different audiences and purposes, ultimately strengthening their overall writing proficiency.