2022 Spanish (Continuers) Subject Assessment Advice

Overview

Subject assessment advice, based on the 2022 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.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

Across the Assessment Types for this subject, students can present their responses in oral or multimodal form, where 6 minutes is the equivalent of 1000 words. Students should not speed-up the recording of their videos excessively in an attempt to condense more content into the maximum time limit.

From 2023, if a video is flagged by markers/moderators as impacted by speed, schools will be requested to provide a transcript and markers/moderators will be advised to mark/moderate based on the evidence in the transcript, only considering evidence up to the maximum word limit.

If the speed of the recording makes the speech incomprehensible, it affects the accuracy of transcriptions and it also impacts the ability of markers/moderators to find evidence of student achievement against the performance standards.

School Assessment

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

* thoroughly checking that all assessment tasks have been labelled correctly
* thoroughly checking have been uploaded correctly
* thoroughly checking that all grades entered in schools online are correct
* ensuring the uploaded tasks are legible, and that interactions and oral presentations are audible.

Assessment Type 1: Folio

There are three assessments for the folio:

* Interaction
* Text Production
* Text Analysis.

Students should undertake all three assessments for the folio at least once.

Teachers can elicit more successful responses by:

* having a good understanding of the Subject Outline and ensuring students have opportunities to fulfil these requirements.
* including tasks that allow students to demonstrate their interpretation of meaning and reflection on Spanish language.

The more successful responses commonly:

* used a range of tenses and vocabulary appropriately and expanded their answers beyond simple responses
* used correct pronunciation and intonation. Students sounded natural and comfortable with the language
* demonstrated a variety of complex vocabulary and authentic Spanish sentence structures
* demonstrated a high level of initiative and confidence during interactions by consistently elaborating on responses, including giving opinions
* demonstrated depth, breadth, detailed content, a variety of expression and justification of opinions
* demonstrated a wide range of evidence in a variety of text types, including letters, emails, articles, diary entries, and blogs
* provided a good range of details with supportive evidence from the text
* demonstrated good interpretation of meaning
* seemed to include a variety of moods, tenses, connectors, vocabulary, and idiomatic expressions in both the text production and interaction.

The less successful responses commonly:

* relied on pre-prepared (often memorised) responses rather than spontaneous discussion
* demonstrated no natural flow to the conversation
* used simple ideas or opinions
* lacked detail and depth in the response
* did not provide supporting evidence from texts
* presented many errors in syntax and grammar
* had difficulty analysing linguistic and stylistic features of the text
* did not apply appropriate conventions of the text type.

General comments or observations

The Performance Standards of the individual tasks as marked by the teacher did not always correlate with the final overall Performance Standards as indicated on the Schools On-line Moderation site.

Assessment Type 2: In-depth Study

Students undertake an in-depth study demonstrating research and personal reflection on an aspect or aspects of a topic associated with ‘The Spanish-speaking Communities’ or ‘The Changing World’ themes. 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 they have a good understanding of the requirements of the IDS as outlined in the Subject Outline and ensuring students have opportunities to fulfil these requirements.
* ensuring that the three assessments differ in context, audience, and purpose, and be supported by evidence of research, text analysis and evaluation, and planning and preparation.
* allowing students to participate as much as possible in selecting their own topic, so that they take ownership and view the study as a personal investigation of relevance and meaning to them. Some topics may enable students to make comparisons between their learning and their personal experience.

The more successful responses commonly:

* chose interesting topics to research, organised their ideas well and were able to express their ideas, information, and opinions with good detail
* used a wide variety of resources and documented these well
* spoke fluently when presenting their In-depth oral presentation with little hesitation
* displayed enthusiasm for the topic of their discussion and engaged the audience
* were able display both breadth and depth of treatment of their topic in their text production and articulated their ideas well using an extensive range of complex linguistic structures and features
* when reflecting on their leaning in English they displayed critical reflection on their learning journey, articulated how their research impacted them personally and drew connections between their own values and those explored in texts.

The less successful responses commonly:

* chose topics which limited their research scope
* presented a recount of information rather than a reflection on their learning from the entire research process
* lacked originality and interest thus not engaging the audience
* displayed limited resources
* drew conclusions without justifying these with evidence from research
* relied heavily on cue cards for their oral presentation

External Assessment

Teachers can elicit more successful responses by:

* encouraging students to use approved monolingual and/or bilingual printed dictionaries and developing the necessary skills and confidence to do so effectively.

Assessment Type 3: Examination

The examination consists of two assessments: an oral examination and a written examination.

Oral Examination

The oral examination of 10–15 minutes comprises a general conversation and a discussion of the student’s in-depth study. In the conversation, students converse with the examiners about their personal world.

Section 1: Conversation

The more successful responses commonly:

* had high level language skills and were able to sustain conversation with a good degree of accuracy
* were well prepared for their conversation, demonstrated an appropriate level of fluency and elaborated on details
* used a wide range of vocabulary, complex linguistic structures, and connectives
* were coherent and the conversation followed a logical structure and sequence
* were able to sustain the conversation and were spontaneous in their responses
* used accurate pronunciation and effective intonation
* were able to ask for clarification with confidence.

The less successful responses commonly:

* relied too much on prepared responses and this affected the natural flow of the interaction, especially when the answer required extra and/or more nuanced information
* lacked flexibility, including the ability to rephrase, and struggled to elaborate on their answers, indicating a lack of preparation
* generally included appropriate information but lacked depth
* regularly required the examiners to repeat a question before providing a response
* demonstrated difficulty structuring sentences and finding suitable vocabulary, particularly when using the masculine gender or plurals
* used a limited range of vocabulary and were often slow to respond
* used simple and repetitive cohesive devices
* had frequent silences because of lack of comprehension.

Section 2: Discussion

A wide range of topics were chosen by students including:

* Independence and unemployed youth in Spain
* Socialpoint Mobile Game Development Company
* Vallenato, traditional music of Valledupar
* The 2021 Cuban protests
* Flamenco and its evolution
* Famous Hispanic people: historical figures, literature personalities
* Tennis in Spain
* Covid Vaccination in Australia and Mexico
* Colombian and Australian soccer
* Child slavery in Peru
* 19th and 20th centuries literatures
* Organization: Mujeres Libres

The more successful responses commonly:

* chose topics that were appropriate for their ability
* demonstrated familiarity with the topic and in-depth understanding of the content
* demonstrated the ability to reflect and comment on significant learning that had been undertaken
* showed evidence that the student had investigated a new perspective
* demonstrated an appreciation for what was learnt
* provided in-depth explanations about how the chosen topic impacted on the life and future of the student, showing an ability to make a personal connection with the in-depth study
* created interest and engaged the examiners
* demonstrated a good mastery and knowledge of the basic tenses and were at ease using technical and subject-specific vocabulary
* demonstrated higher order thinking and gave opinions
* brought visual material to support their chosen subtopic.

The less successful responses commonly:

* were unable to express in-depth knowledge on the topic for discussion
* were unable to provide personal opinions about the topics discussed or reflect upon the research
* lacked evidence of research
* did not carry the conversation forward with spontaneity and provided one-sentence answers, expecting assessors to keep asking questions
* were related to topics that were too challenging for the language skills of the students, who had a limited range of vocabulary and were unable to advance the discussion.

Written Examination

Students take a 130-minute written examination on the prescribed themes which are stated in the subject outline. This part of the examination contains three Sections: Listening and Responding, Reading and Responding, and Writing in Spanish.

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

The more successful responses commonly:

* identified how likely Antonio was to study in the near future and provided comprehensive justification for the answer.

The less successful responses commonly:

* identified few relevant information.

Question 2

The more successful responses commonly:

* provided comprehensive understanding of the text by providing three different meanings of the word ‘tapa’ and related words used in the text, with evidence from the text
* described three theories of the origin of eating tapas.

The less successful responses commonly:

* displayed partial understanding of the text by providing one meaning or none of the word ‘tapa’
* identified some or none of three theories of the origin of eating tapas.

Section 2: Reading and Responding

Part A

Question 3

The more successful responses commonly:

* identified which client was most satisfied with their tour provided by the travel agency
* provided comprehensive evidence from each review to support the answer
* comprehensively explained how the clients used language techniques to review their tours and provided at least three points with good examples.

The less successful responses commonly:

* were not able to identify which client was most satisfied with their tour provided by the travel agency
* provided partial evidence from reviews to support the answer
* could only provide limited examples from the text to explain how the clients used language techniques to review their tours.

Part B

Question 4

You are looking for a place to share in Madrid and this apartment meets your requirements. Write an email to Jerónimo convincing him that you are the most suitable person to share this apartment.

The more successful responses commonly:

* adhered to the text type conventions of an email
* used of persuasive language
* conveyed the appropriate detail, ideas, and information in response to stimulus text addressing all requirements
* conveyed information with a wide range of vocabulary, clear and accurate sentence structure, and grammar
* 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 adhere to the appropriate text type
* contained many syntactical and grammatical errors that impeded meaning
* paraphrased language from the stimulus text
* demonstrated limited understanding of the requirements of the task
* demonstrated limited evidence of the ability to organise information.

Section 3: Writing in Spanish

Question 5

Students could choose from three options which varied in text types, theme and audience.

Option 1 – You are a social media influencer, and you are creating a video blog to share ideas on how to organise a successful birthday party. Write the script of your video.

Option 2 – Your local government wants to change the look of the park in the street where you live by replacing native trees with imported trees. Write a letter to your mayor expressing your opinion.

This was the most popular choice of topics.

Option 3 – Write a short story for a creative writing competition that your local Spanish-language radio station is promoting. You are required to use this idiom in your story: ‘*Más vale pájaro en mano que cien volando*’.

The more successful responses commonly:

* adhered competently to the conventions of the required text type
* showed in-depth treatment of ideas, excellent detail and were mindful of audience, context and purpose
* organised their information logically and in a sequential manner
* used extensive range of complex linguistic structures and features
* wrote in descriptive, informative, creative, reflective, and persuasive manners
* engaged the reader with original and interesting ideas.

The less successful responses commonly:

* did not adhere to the appropriate text type
* lacked depth and breadth
* did not address the requirements of the task
* used mostly repetitious and simplistic vocabulary
* failed to meet required word length.

General

It is recommended that students are more familiarised with the Spanish keyboard rather than the autocorrect in their laptops.

It is recommended that students get opportunities to produce different kinds of writing (e.g. informative, imaginative, narrative, personal, persuasive, evaluative, or descriptive).