# Government of South Australia LogoSACE Board Logo2023 Spanish (continuers) Subject Assessment Advice

Overview

Subject assessment advice, based on the 2023 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 to condense more content into the maximum time limit.

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 grades entered in Schools Online are correct
* ensuring that the uploaded tasks are legible, all facing up (and all the same direction) and remove blank pages and student notes
* ensuring that the uploaded responses have pages of the same size and are in colour so that any teacher markings, and comments are clear.
* ensuring task sheets and texts for text analysis tasks are included
* thoroughly checking that all assessment tasks have been labelled correctly
* thoroughly checking that all files have been uploaded correctly
* ensuring all audio files are clearly audible.

Assessment Type 1: Folio

The folio must contain 3–5 tasks and must include one of each of the following:

* Interaction
* Text Production
* Text Analysis.

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

This year, some schools conducted folio interaction tasks, which were very similar to the end of year oral examination conversations. Teachers are encouraged to conduct tasks on a variety of topics studied during the year.

Teachers can elicit more successful responses by:

* including folio tasks based on a variety of texts studied during the year, rather than using similar texts from the end of year examinations
* including several questions that allow students to demonstrate their interpretation of language and culture.

The more successful responses commonly:

* were detailed and included a range of vocabulary
* were organised and well-structured
* used evidence/quotes from the text to support responses
* used a wide range of complex language and structures
* were fluent in their speaking and showed knowledge of the topic studied
* used correct pronunciation and effective intonation
* asked for clarification/repetition and were able to self-correct.

The less successful responses commonly:

* used some variety in vocabulary with simple sentences
* presented with a variety of grammatical and syntactical errors
* used basic cohesive devices
* avoided using the stress mark in their writing
* relied on well-rehearsed language to sustain the conversation.

General comments or observations

* Some assessment tasks were not labelled correctly on Schools Online.
* Some interactions showed lack of planning and preparation.

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 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 appropriately
* 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
* 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 (when reflecting on their learning in English).

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
* displayed limited resources
* drew conclusions without justifying these with evidence from research
* relied heavily on cue cards for their oral presentation.

External Assessment

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 of 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 for this level and were able to sustain conversation with a good degree of accuracy
* were well prepared for their conversation 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

Some interesting topics that were chosen this year included:

* Constitutional Changes in Chile
* The difference between rural and urban life in the daily life between Australia and Colombia
* Quino (Mafalda Comic Strips)
* Climate Change Impact
* Laws of Euthanasia in Argentina
* Femicide in Mexican Culture and Society
* Legends and Fantasies
* How Colonisation affected Latin American and Australian Celebrations

General:

Topics with political content were very challenging for students to discuss.

*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.

**Note:** Teachers can elicit more successful responses by:

* encouraging students to use pictures, photographs, or objects to support their oral examination.

Written Examination

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 the type of broadcast and what the text is about, with justification
* discussed two emotions conveyed by the speaker, with examples from the text.

The less successful responses commonly:

* identified limited relevant information, without justification
* discussed one emotion conveyed by the speaker, without examples from the text.

Question 2

The more successful responses commonly:

* displayed substantial understanding of the text by providing two different impacts that Frida Kahlo had on the woman’s life
* displayed comprehensive understanding of the text by explaining two different ways in which the woman experienced the exhibition, with good evidence from the text.

The less successful responses commonly:

* displayed partial understanding of the text by providing one impact that Frida Kahlo had on the woman’s life
* identified some relevant information.

Section 2: Reading and Responding

Part A

Question 3

The more successful responses commonly:

* explained the title in the context of the text
* identified three main concerns of Ana in the article
* explained how Ana used language techniques to try to persuade her readers into action and provided good examples of three techniques from the text.

The less successful responses commonly:

* misunderstood the title in the context of the text
* identified one main concern of Ana in the article
* were unclear how Ana used language techniques to try to persuade her readers into action and were unable to provide examples of these expressions.

Part B

Question 4

Write a covering letter explaining why you would be a suitable candidate for the job.

The more successful responses commonly:

* adhered to the text type conventions of a covering letter, inclusive of correct salutations
* used persuasive language
* conveyed the appropriate detail, ideas, and information in response to the stimulus text addressing all requirements
* conveyed information with a wide range of vocabulary, with 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
* included ideas that were detailed and varied that clearly supported why they were the most suitable candidate for the job.

The less successful responses commonly:

* did not adhere to the appropriate text type
* used incorrect salutations
* 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

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

Option 1 – Your Spanish class is discussing the types of activities that schools hold to mark the end of Year 12. Write the text of your talk in which you argue for or against different end-of-year activities for the students, such as a graduation ceremony, a gala ball, a camp, and other events.

This was the most popular choice of topics.

Option 2 – Write a review for your school magazine of a book, film, or show that you have recently read or watched. In addition to an outline of the story and offering an evaluation of the production, show how your opinion differs from other opinions and justify your reasons.

This was the least popular choice of topics.

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:

* adhered competently to the conventions of the required text type
* demonstrated an interest in the topic selected
* demonstrated an excellent knowledge of grammatical concepts, tense, and connectors
* demonstrated evidence of planning
* contained a few errors, but they did not impede the meaning
* used extensive range of complex linguistic structures and features
* engaged the reader with an original, well-written, structured, and interesting response.

The less successful responses commonly:

* lacked depth, grammatical correctness, and detail, which impeded meaning
* frequently used Anglicisms
* were superficial in their treatment of the selected topic.
* did not adhere to the appropriate text type
* 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 get opportunities to produce different kinds of writing (e.g. informative, imaginative, narrative, personal, persuasive, evaluative, or descriptive).