2022 VCE Spanish written external assessment report

General comments

In the 2022 Spanish written examination students displayed a good grasp of basic grammar and vocabulary. This was reflected in their ability to convey ideas and opinions clearly in writing. Additionally, students showed good use of sentence structure and paragraph organisation, effective use of transition words and phrases, and good spelling and punctuation skills. These strengths could have been further developed by incorporating more advanced vocabulary and practising complex sentence structure and syntax to improve their writing.

Some areas that required improvement included limited vocabulary or difficulty with more advanced vocabulary, errors in verb conjugation or tense usage, inconsistent or unclear use of transition words and phrases, and a need for more practice in expressing opinions and arguments effectively in writing. To address these areas, students are advised to focus on increasing their vocabulary, reviewing key grammar concepts and improving their ability to express their thoughts in writing.

For instance, writing a response that does not match the text type required by the question will affect the allocation of marks , despite the writing being acceptable. Also, some students wrote responses in English or a combination of English and Spanish in part B of the listening texts (*voz messaje*, email electronic). Furthermore, some students needed more knowledge of the places where Spanish is spoken; they were not familiar with the main capitals or important places.

There was a notable difference between the last two tasks, some students literally copied parts of the text from Task 4. In terms of writing, some students used spelling of a word correctly and incorrectly in the same sentence, for example, "*Les escribo con relacion al programa bilingue de español y inglés y las ventajas de este programma*". Others made mistakes such as the wrong use of infinitives or present continuous, gender agreement, or literal translations. For example, "*la jardinería tambien da la possibilidad en crecer frutas y verduras para comerlos. Otra beneficio siendo que frutas y verdes son essencial para nuestrea dieta*".

There were also grammatical errors such as "*gracias por tomando el tiempo de leer mis consejos?*" instead of "*gracias por tomar el tiempo de leer mis consejos*" and "*mi hermana menor son un estudante*" instead of "*mi hermana menor es una estudiante*". Additionally, some students made mistakes in expressing opinions, such as "*Yo pienso que la escuela necesitan...*" instead of "*Yo pienso que la escuela necesita...*".

Students should prepare more effectively for the examination by becoming familiar with the characteristics of text types; for example they could practise writing a letter or email to a friend or family member, describing a memorable experience or event, expressing an opinion on a current event or social issue, writing a review of a book, movie, or restaurant, or composing a short story or creative writing piece. These tasks would require students to draw on their language skills and creativity to effectively communicate their ideas and opinions.

Specific information

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1

Part A – Listening and responding in English

This section assessed the students’ capacity to understand and convey general and specific aspects of texts.

Question 1a.

Forecast for the cities mentioned:

* Mexico City: 12 degrees / 12°C / 12 Centigrade/Celsius
* La Paz: 15 degrees
* Buenos Aires: 22 degrees

Question 1b.

* Mexico City: the outdoor markets and the mariachis of Plaza Garibaldi.
* Bogota: take a bike tour through the historic town (Candelaria) and go up the cable car to the Monserrate hill.
* Buenos Aires: navigate the Río de la Plata.

Question 1c.

* Mexico City
* La Paz

Part B – Listening and responding in Spanish.

In this part of the examination students were assessed on their understanding of the listening text and their ability to accurately convey appropriate information from the text in Spanish. The information presented in the response needed to be relevant to the question. Students were not awarded separate marks for content and language. Responses that included the relevant information and were expressed clearly in Spanish were awarded full marks.

Question 2a.

* Están impresionados con sus calificaciones (They are impressed with her qualifications)
* Su experiencia en esta área (Her experience in this field)

Question 2b.

* Entrenaba a otros meseros(as). (Trained waiters)
* Recibía/hacía/contestaba las reservaciones. (Taken bookings)
* Aportaba conocimiento culinario a los cocineros(as), especialmente sobre platos típicos limeños/comida peruana. (Contributed her culinary knowledge to the chefs about typical dishes from Lima/Peruvian food)

Question 2c.

* Es bilingüe/habla español e inglés. (She is bilingual / speaks Spanish and English)
* Ha vivido en el Perú. (Alejandra has lived in Peru)
* Ha completado un curso de cocina peruana. (Has completed a course on Peruvian cuisine)

Question 2d.

* Mensaje de voz / correo de voz. (Voicemail)
* Correo electrónico / email (Email)

Section 2

Part A – Reading, listening and responding in English

This section assessed the students’ capacity to understand and convey general and specific aspects of texts.

Question 3a.

* Adolescence / 15 years old: First love
* Childhood: Family outings and family celebrations

Question 3b.

* Stared in the distance.
* Moved/danced to the rhythm of the music.
* Shed a tear.
* Remembered his mother.
* Remembered how his mother did house chores while listening to music.

Question 3c.

* It is a flood of memories/emotions.
* After listening to an old song.
* Usually from childhood/adolescence.

Question 3d.

* Transformed popular/traditional music.
* Adapted it for a modern audience.

Question 3e.

Any four of:

* used to be romantic but not romantic anymore and mostly about heart break
* said to be sung by men but now women
* its slow, measured rhythm has changed into pop and rock
* used to be formal, now colloquial and includes insults
* sentimental romantic lyrics but now lyrics are satire, humour, deception and insults.

Part B – Reading and responding in Spanish

Students were required to demonstrate an understanding of the stimulus text/texts and to address the requirements of the task by conveying the relevant information from the text/textsthat was appropriate for the audience and the prescribed writing style and text type.

Student responses were assessed holistically according to the assessment criteria and the expected qualities published on the VCAA website. Students were not awarded separate marks for content and language accuracy; however, language accuracy was an important expected quality that was considered in the assessment.

It was possible to achieve a high score for this question without exceeding the specified word/character limit, which is shorter than the limit specified for Section 3.

Text type: Formal letter

Kind of writing: Persuasive

Audience: School board

Correct responses included:

* Beneficios de los programas bilingües de primaria basados en la información del Blog y el informe de la OCDE. (Benefits of primary bilingual programs relying on the information from the blog and the OECD report.)
* Desarrollo exitoso de habilidades individuales y sociales en los niños. (Successful development of individual and social skills in children.)
* No es fácil de implementar, pero las ventajas de estos programas superan los desafíos. (Not easy to implement, but the advantages of these programs outweigh the challenges.)
* Beneficios a largo plazo del programa bilingüe para asegurar una vida laboral adulta exitosa y gratificante. (Long-term benefits of bilingual program in ensuring a successful and gratifying adult working life.)

Section 3 – Writing in Spanish

To prepare for the writing tasks, students are advised to focus on effective planning and organisation of ideas before beginning to write, such as the use of different verb tenses to express past, present and future events, effective use of descriptive vocabulary and adjectives to enhance writing and the use of idiomatic expressions and phrases common in Spanish. Students need to have a good understanding of Spanish punctuation rules, such as the use of accent marks and the placement of punctuation marks. Additionally, students need to focus on grammar concepts that are particularly challenging, such as the subjunctive mood or irregular verbs, key vocabulary related to the chosen topic or writing prompt, effective use of sentence structure and syntax to convey ideas clearly. They should avoid common errors, such as incorrect use of pronouns or verb agreement, and have strategies for editing and revising written work, such as checking for spelling and punctuation errors and re-reading for clarity and coherence.

Question 5

Students were asked to write a blog post evaluating a virtual cycling training app that they have trialed on their sports blog.

Responses that scored highly may have included the following points:

* The positives
* practical
* private
* avoid bad weather
* less distractions
* safer
* The negatives
* miss nature
* not real-world training
* less lost weight
* can be monotonous
* lack of utility

Question 6

Students were asked to write a personal journal entry reflecting on their experience as a dog walker in a Spanish-speaking city and how it helped them to understand different aspects of the city. The writing should be personal in nature.

Responses that scored highly may have included the following points:

* elements of personal language (use of the first person); subjective/informal/familiar style register; emphasis on opinions, feelings, and impressions rather than factual, objective information
* appropriate characteristics of a journal entry, such as: date, place and time; sequence of thoughts or events of importance; register; style; layout
* could describe the job of paseaperros and aspects of the city
* highlighting what makes the job special and memorable and important aspects of the city
* the issues raised on the route that they take every day
* duration for the total route and places visited.

Question 7

Students were asked to write an informative article to be published on the school's social media page, describing how a gardening program at their school in Madrid will promote student learning, health and wellbeing. The article was based on an interview with a teacher who was planning to run the program at the school and it was intended to inform students about the benefits of the program.

Responses that scored highly may have included the following clear informative statements about the garden:

* provides a context for understanding seasonality and life cycles
* offers opportunities to teach life skills such as gardening and cooking
* provides students with a real-time look at how food is grown
* promotes risk-taking, such as trying new foods
* great way to get children to learn about nutrition
* can improve students’ diets and develop healthier food practice
* students learn about where food really comes from
* students understand the role of food in life
* students can observe all the principles of ecology in practice
* helps students develop life skills and increase environmental awareness.

Question 8

Students were asked to write an imaginative short story for young adults based on a given image. The story should be about the travels and adventures of a young person and should be written with the intent of being published in a magazine for young adults.

The story should have included:

* a logical sequence of ideas
* a resolution
* characteristics through which the piece of writing can be clearly recognised as a story, such as: title/topic; structure; content; author (fictional name); register; style; layout
* the story must be appropriate for a young adult audience.