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New Zealand Qualifications Authority
Mana Tohu Matauranga O Aotearoa

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Assessment Report

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Part A: Commentary

Successful candidates showed their understanding of the texts by backing-up their inferences and arguments with specific evidence from the texts rather than including their personal understanding of the subject matter. Candidates should make sure that they select relevant information from all parts of the texts and include a wide range of supporting arguments in their responses.

Candidates who achieved with Merit and Excellence tended to make good use of the listening boxes. In the reading examination many had a tracking system, such as colour coding or underlining, which helped them ensure they had included all the relevant details from the text to support their answers.

Successful candidates planned their answers and addressed the question directly. They organised their arguments logically and supported them with information from throughout the texts.

Candidates can answer questions in English, te reo Māori, and / or Spanish. Candidates who offered an exact transcription or summary of the texts and

passages in Spanish failed to show their own understanding of the meaning of those texts.

Part B: Report on standards

91568: Demonstrate understanding of a variety of extended spoken Spanish texts

Candidates who were awarded **Achievement** commonly:

- demonstrated a general understanding of the passages

- interpreted questions correctly and could give correct, or at least partially correct answers, but were unable to provide enough correct specific detail to support their responses

- provided basic details to justify their answers.

Candidates whose work was assessed as **Not Achieved** commonly:

- failed to understand the main points of the texts or misinterpreted the passages and basic details

- did not address questions directly, simply listing details which were only partially correct at best

- offered their own opinion instead of basing their answers on the passage

- provided some valid information but failed to encapsulate the gist of the texts.

Candidates who were awarded **Achievement with Merit** commonly:

- selected and linked information, messages and key points from throughout the passage

- developed their answers by adding some correct specific detail to justify their responses

- addressed all parts of each question correctly

- omitted or misinterpreted some of the complex information in the passages and were therefore unable to show thorough understanding.

Candidates who were awarded **Achievement with Excellence** commonly:

- justified fully their ideas with a wide range of specific and detailed evidence from the passage

- developed well-articulated answers that were comprehensive with comparisons, opinions and conclusions that clearly showed knowledge of the implied meanings within the passage

- rearranged evidence from the texts to fit with their answer so that their responses flowed well and directly addressed all parts of the question.

Standard specific comments

Candidates who make extensive listening notes tended to be more successful. Furthermore, successful candidates addressed the question in a structured manner and incorporated all relevant supporting detail from the passages in a meaningful way rather than simply listing details.

91571: Demonstrate understanding of a variety of extended written and/or visual Spanish texts

Candidates who were awarded **Achievement** commonly:

- understood most of the key ideas in the texts

- provided an answer that in general terms was logically consistent with the main idea of each text

- omitted or misunderstood detail when attempting to develop their answers specially with the second text

- failed to draw conclusions or make inferences, or did so based on very superficial understanding of the texts or on their own personal experience

- included words or extracts from the text in Spanish when they did not understand them

- repeated and rephrased the same idea within their answer without adding any extra detail.

Candidates whose work was assessed as **Not Achieved** commonly:

- produced answers that were logically inconsistent with the main ideas of the texts

- based their answers on their own opinions of the topics and omitted any information from the texts. This was particularly evident in text 1 as the topic is well known

- based their answers on the recognition of single lexical items or cognates

- provided some valid information but failed to include the main ideas of the texts.

Candidates who were awarded **Achievement with Merit** commonly:

- identified the main ideas of the texts and developed these with some specific detail extracted from the texts

- attempted to refer to, but misinterpreted some of, the complex information in the text and were therefore unable to show thorough understanding

- failed to use all or most of the information within the texts meaningfully. This was particularly evident within text 3.

Candidates who were awarded **Achievement with Excellence** commonly:

- understood a range of detail, including complex structures and nuances, and communicated this unambiguously

- made effective use of connectives to explicitly articulate their ideas

- made meaningful connections within the various parts of the texts

- explored the implications, inferences and possible conclusions of the information contained in the texts

- based their conclusions on all possible factors mentioned in the text that were of relevance

- produced responses that evidenced careful and thoughtful planning.

Standard specific comments

The questions could not be directly addressed by merely translating sections from the text. Candidates needed to process the information, group it in a logical way and draw conclusions to successfully respond to the questions.

Some candidates produced coherent responses and made some valid inferences but failed to gain Excellence by omitting specific information from the texts.

Candidates should be encouraged to always make explicit and clear links with each text, especially with questions that ask for the candidate's own opinion.

Careful and accurate translation of sentences or short sections can be appropriate when used purposefully as part of an argument. Material studied in class in the way of factual information is not necessary when testing for comprehension of a text.

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Previous years' reports

2016 (PDF, 217KB)

2017 (PDF, 44KB)

2018 (PDF, 97KB)