

# **National Certificate of Educational Achievement**

## **2014 Assessment Report**

### **Spanish Level 1**

- 90908 Demonstrate understanding of a variety of spoken Spanish texts on areas of most immediate relevance**
- 90911 Demonstrate understanding of a variety of Spanish texts on areas of most immediate relevance**

## COMMENTARY

The listening passages were understandable and the speakers spoke at a reasonable speed. A variety of appropriate topics, vocabulary and structures were covered. Candidates who used the Listening Notes spaces provided were able to give more detailed and clearer responses than those who did not take notes and attempted to answer while listening. Candidates who answered in a combination of Spanish/English/Te Reo Maori only, without providing evidence that they understood the text did not achieve Merit or Excellence grades.

The reading questions drew from a variety of familiar situations and used appropriate vocabulary as well as glossed terms. Questions allowed for a range of responses. Candidates who copied passages from the text without providing evidence of understanding did not achieve Merit or Excellence grades.

## STANDARD REPORTS

### **90908 Demonstrate understanding of a variety of spoken Spanish texts on areas of most immediate relevance**

#### **ACHIEVEMENT**

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They commonly:**

- provided a range of valid information from the text
- used the listening notes space provided before responding to answers
- wrote in either Spanish/English/Te Reo Maori, not a combination
- provided quotes from the text.

#### **NOT ACHIEVED**

**Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They commonly:**

- identified cognates
- misinterpreted false cognates
- recognised basic vocabulary
- answered with single words rather than complete sentences
- did not attempt all questions or parts of questions.

#### **ACHIEVEMENT WITH MERIT**

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit commonly:**

- demonstrated a grasp of finer details
- fully explained choices with details from the text
- provided details in responses to questions
- compared and contrasted New Zealand and Chile or Paella and Lamb Roast.

## **ACHIEVEMENT WITH EXCELLENCE**

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence commonly:**

- demonstrated understanding of nuances of the language
- justified choices using a variety of details from the text
- expanded on opinions and implied meanings within the text
- provided their opinion supported by details from the text.

## **OTHER COMMENTS**

It is important to note that parts of a question are not designed to correlate with particular sections of a listening passage. Rather, the entirety of the question is designed to correlate with the entirety of the passage.

This correlation had historically been the practice in the Languages examinations, when question parts received individual marks. This has not been the case for four years.

Listening passages are repeated in sections to enable candidates to focus on individual words, phrases, etc.

Questions, on the other hand, are designed to be answered holistically, even though they have question parts. A question might have three parts – labelled (a), (b), and (c). Part (a) will not necessarily have been designed to correlate with Section A of the listening passage; rather, part (a) will have been designed to complement part (b) and part (c) in enabling the candidate to answer the entirety of a question, in manageable bits. Answers are marked holistically across all parts of the question and a single grade score is given.

A candidate who has listened to all sections of the passage should be able to answer all parts of the question.

Exam strategies that emphasise listening for the meaning as a whole and looking at the questions in context to the passage, will support candidates to achieve. At the same time, such strategies will be helping candidates acquire life-long language skills, as the competencies we are helping candidates develop are thinking (e.g. how does what I have heard relate to the question) and understanding the language in context.

## **90911 Demonstrate understanding of a variety of Spanish texts on areas of most immediate relevance**

### **ACHIEVEMENT**

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They commonly:**

- provided a range of valid information from the text
- wrote in either Spanish/English/Te Reo Maori, not a combination
- provided valid information from the text.

## **NOT ACHIEVED**

**Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They commonly:**

- identified cognates
- misinterpreted false cognates
- recognised basic vocabulary
- answered in single words rather than complete sentences
- did not attempt all questions or parts of questions
- copied from the text without providing evidence of understanding.

## **ACHIEVEMENT WITH MERIT**

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit commonly:**

- demonstrated a grasp of finer details
- fully explained choices with details from the text
- justified reason for choice of movie with details about the movie.

## **ACHIEVEMENT WITH EXCELLENCE**

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence commonly:**

- demonstrated understanding of nuances of the language
- justified choices using a variety of details from the text
- expanded on opinions and implied meanings within the text.