

# **National Certificate of Educational Achievement**

## **2014 Assessment Report**

### **Spanish Level 2**

- 91148 Demonstrate understanding of a variety of spoken Spanish texts on familiar matters**
- 91151 Demonstrate understanding of a variety of written and/or visual Spanish text(s) on familiar matters**

## COMMENTARY

Candidates continue to have the choice of answering questions in English, te reo Māori, and/or Spanish. Many candidates chose to respond in Spanish this year, but it must be noted that a transcription of the passages or texts does not constitute evidence of clear understanding (merit) or thorough understanding (excellence). Direct translation of the passages and texts also fails to demonstrate clear and thorough understanding in standards that require the selection of relevant information.

Exam strategies that emphasise listening and reading 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, this will help students to acquire life-long language skills as the competencies that we are helping students to develop are thinking and understanding the language in context.

Passages in 91148 and texts in 91151 this year generally related to the lives of others in Hispanic communities. As the Hispanic world is very diverse, it cannot be expected that candidates have prior knowledge of all aspects, but dealing with topics relating to others in these communities should be familiar. Candidates should also be encouraged to use basic cultural knowledge when proofreading their final answers. E.g. Some candidates referred to the lovely beaches in Madrid.

## STANDARD REPORTS

### **91148 Demonstrate understanding of a variety of spoken Spanish texts on familiar matters**

#### **ACHIEVEMENT**

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

- understood the basic meaning of the texts and were able to answer questions briefly
- provided one or two aspects of the answer required
- decoded small groups of words and cognates to provide an adequate answer.

#### **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:**

- did not select information that answered the question
- understood insufficient vocabulary
- recognised one or two words and invented a response based on these that did not make sense
- left answers blank or tried to guess the answer from their own knowledge.

## **ACHIEVEMENT WITH MERIT**

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

- selected information necessary to address the question
- were able to add some detail
- seemed to understand the question well but did not always express the answer clearly.

## **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:**

- displayed knowledge of a wide variety of vocabulary
- selected all the information necessary to answer the question fully
- usually took more notes in the listening notes boxes
- were able to extract the information needed and interpret it accordingly, thus describing, explaining and making the necessary connections needed for Excellence
- articulated the relevant information and examples provided in the texts well, in order to support their answers

## **OTHER COMMENTS**

Parts of a question are not designed to correlate with sections of a listening passage. Rather, the entirety of the question is designed to correlate with the entirety of the passage. Questions are designed to be answered holistically, therefore a candidate who has listened to all sections of the passage should be able to answer all parts of a question. Candidates, however, should follow specific instructions where given, as these are designed to make the listening examination easier to deal with. E.g. If a candidate is advised to use Section A or Section B to answer a specific question, they should do so. The assessment schedule will not take other information into account.

## **91151 Demonstrate understanding of a variety of written and/or visual Spanish text(s) on familiar matters**

### **ACHIEVEMENT**

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

- showed understanding of the general sense of the texts
- found straightforward answers to the questions within the texts
- used key words to build answers.

### **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:**

- answered only some questions or parts of questions
- misinterpreted key words
- made up answers in response to one or two recognised words.

## **ACHIEVEMENT WITH MERIT**

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

- displayed sound knowledge of the vocabulary and structures in the texts
- made connections between relevant sections of the texts and the questions
- used information within the texts to draw relevant conclusions.

## **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:**

- assessed the relevance of textual information
- supported ideas with relevant examples from the texts
- used language knowledge to extract greater detail from the texts.

## **OTHER COMMENTS**

Candidates who achieved at the highest level were able to expand on information, ideas and opinions from the texts with supporting detail, and showed understanding of the implied meanings or conclusions, where relevant, within the texts.