

# **National Certificate of Educational Achievement**

## **2014 Assessment Report**

### **Spanish Level 3**

- 91568 Demonstrate understanding of a variety of extended spoken Spanish texts**
- 91571 Demonstrate understanding of a variety of extended written and/or visual Spanish texts**

## COMMENTARY

Candidates continue to have the choice of answering questions in English, te reo Māori, and/or Spanish. Those candidates who chose to respond in Spanish this year, providing a transcription of the passages or texts did not demonstrate 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 candidates to acquire life-long language skills, as the competencies that we are helping candidates develop are thinking (e.g. how does what I have heard or read relate to the question) and understanding the language in context.

## STANDARD REPORTS

### **91568 Demonstrate understanding of a variety of extended spoken Spanish texts**

#### **ACHIEVEMENT**

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

- identified only basic facts or a few main points through lexical knowledge
- provided simplified description without elaboration or justification
- did not always address the question appropriately or did not give explanation
- demonstrated general understanding of the text to provide some valid information as evidence.

#### **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:**

- attempted few questions
- provided little valid information that was relevant or fragmented
- did not address the question at all
- did not demonstrate sufficient understanding of the texts or vocabulary heard
- misinterpreted most of what they heard to provide inaccurate or imprecise answers that were not relevant to the topic of the question.

#### **ACHIEVEMENT WITH MERIT**

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

- were able to select information, messages and key points from throughout the text that was relevant
- developed their answers in more detail to show understanding and to deal with what the questions required

- showed evidence of understanding and some explanation which was for the most part correct
- explained their ideas/opinions clearly without directly translating sections of the texts heard.

## **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:**

- selected and used key information and details from the text that were relevant and to the point
- were able to fully justify their ideas and show evidence of thorough understanding of the texts
- developed explanatory and comprehensive answers with comparisons, opinions and conclusions that showed understanding of nuances and implied meanings
- were articulate in their expression and clear in explanation.

## **OTHER COMMENTS**

The two types of listening texts in this examination provided candidates with a fair range of language from which to distinguish the key messages and extract appropriate information for the answers. The use of images and film along with the narration provided a further source to support comprehension. Most candidates made sensible use of the listening boxes to record their notes. Successful candidates gave varied yet relevant ideas and explanations according to their interpretations of the questions and the textual messages.

In this listening examination, candidates showed evidence that they were able to process the information they heard, although sometimes focusing on only one or two basic details in their answers. By misunderstanding the wording in a question, candidates can easily digress and give an incorrect answer. Valid information is needed in conjunction with elaboration on the topic. Also, at this level, more “relevant” explanation and clarity of expression are essential elements for success

In addition, candidates need to understand that 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.

This correlation had historically been the practice in the Languages examinations, when question parts received individual marks. This is no longer the case.

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.

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

### **ACHIEVEMENT**

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

- attempted to answer each question in the paper
- provided some valid information based on what they read in the texts
- understood the main messages in the texts and made some reference to the key ideas presented to them
- translated directly from the text (often large sections of it) without responding to the actual question (valid information given).

### **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:**

- attempted some questions only, or parts of the questions (more so for the second text)
- misunderstood the idea of the text and/or questions
- provided information based on own knowledge on the topic with no reference to the text
- showed limited understanding of the gist of the text.

### **ACHIEVEMENT WITH MERIT**

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

- provided specific information from across all sections of the text to the relevant question
- used the information from the text to explain their answers
- developed their ideas and opinions with direct reference to the texts
- wrote answers that showed understanding of the texts, key ideas and questions.

### **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:**

- answered all questions completely and were able to express comprehensible and articulate answers often using complex English
- responded directly to questions, used the information from the texts to form opinion and reach adequate conclusions
- justified their answers by drawing sound information from the text and inferring meaning based on that
- distinguished between key ideas, supporting detail and nuance and meaning of each text and used those to expand and analyse own ideas in their answer.

## **OTHER COMMENTS**

Candidates need to make sure they read the questions carefully before they adventure into answering the question. It seems that in a lot of cases, for the first part of the question candidates just wrote down all ideas in the text, then realised what the question was actually asking and had to re-visit their answer

Candidates need to understand that parts of a question are not designed to correlate with parts of the texts. The entirety of the question is designed to correlate with the entirety of the passage. Candidates should read the whole text before tackling the questions to make sure they have all the necessary information to do so.

Finally, candidates should understand that while giving valid opinions, if they are not supported by evidence from the text or if they are not relevant to the text, such opinions will not help them in their quest to achieve the credits for the assessment.