

2015 NCEA Assessment Report

Spanish Level 1 90908, 90911

Part A: Commentary

Comment on the overall response of candidates to 2015 examinations for all achievement standards covered by this report.

The different types of listening passages and texts in this examination provided candidates with a fair range of language and contexts from which to distinguish the key messages and extract appropriate information for their answers. Successful candidates were able to infer information and meaningfully deduct language.

Candidates continue to have the choice of answering questions in English, te reo Māori, and/or Spanish. Often, those candidates who chose to respond completely in Spanish copied large sections of the texts directly. Although this did answer the question appropriately on occasion, for example in Question 4 of the reading examination, it did not prove any proficiency in Spanish as it was not their work and did not prove understanding. Hence, candidates should be encouraged to answer in either English or te reo Māori unless they are proficient enough in Spanish to be able to put the evidence from the text needed to answer the questions into their own words.

Both standards require candidates to demonstrate an understanding of Spanish texts. Therefore, students waste valuable time and answer space by using their prior knowledge to answer questions and not basing their answers on evidence from the text. Hence, even when a question may appear to be asking for a personal response they must always base this on what they have read or heard NOT on what they personally think. Such answers were particularly prevalent for Questions 3 and 4 of the listening standard and Question 1 of the reading standard.

Furthermore, candidates are encouraged to read questions carefully so that they can make sure their answers are tailored to the appropriate question. For example, in the listening standard some candidates did not realise that the first passage related to both Question 1 and Question 2. This led them to write relatively brief answers for Question 2, thus limiting their ability to achieve this question at Merit or Excellence level. Also, the same was evident with questions relating to the second text in the reading standard.

Successful Merit and Excellence candidates answered in English, had well structured answers, paid careful attention to the questions, and used the extra space and paper provided to develop their answers by using evidence from the written and aural texts NOT from their own prior knowledge. They also generally took detailed listening notes in the listening standard and often used a highlighting or tracking system to identify relevant information in the reading standard.

Part B: Report on standards

1. Assessment Report for 90908: Demonstrate understanding of a variety of Spanish texts on areas of most immediate relevance

Achieved	Candidates who were assessed as Achieved commonly: <ul style="list-style-type: none"> • demonstrated a general understanding of the texts • used the listening notes pages • captured key information in their responses that was largely correct • wrote short, simplistic answers that conveyed the general meaning • used prior knowledge of Spanish fiestas, urban vs rural living and language acquisition to fill the gaps in understanding • used the Spanish word in an English sentence if unsure of the meaning.
Not Achieved	Candidates who were assessed as Not Achieved commonly: <ul style="list-style-type: none"> • invented details to guess an answer to the question • made incorrect inferences • were clearly out of their depth – struggled with the length and complexity of the spoken texts

	<ul style="list-style-type: none"> wrote single word or very short answers that indicated little understanding left parts of questions blank, indicating misunderstanding attributed details to the wrong part of the question did not take notes as they listened.
Achieved with Merit	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> planned their answers using the notes pages answered confidently developed their answers by explaining points – particularly for Question 2 and 4 included most of the relevant details to support their points unambiguously communicated most of the meaning understood dates and could transcribe them quickly made logical connections between their responses and the relevant details in the texts.
Achieved with Excellence	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> justified answers using a range of details from the texts understood the subtleties created by the use of certain tenses explained answers using fluid, natural language inferred meaning from complex parts of the texts understood a wide range of language and common constructions.
Standard specific comments	<p>A large number of candidates struggled to make meaning of the texts and write consistent responses. It was evident that exam technique is important for those aiming for Merit or Excellence. Candidates need to practise concentrating, inferring, note-taking and summarising as well as learning language content. Those who took accurate notes were more likely to communicate the meaning unambiguously.</p>

2. Assessment Report for 90911: Demonstrate understanding of a variety of Spanish texts on areas of most immediate relevance

Achieved	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> understood the general meaning and some of the key ideas recognised basic structures and language provided information was mostly correct, sometimes vague however consistent provided brief answers lacked depth, development and detailed information to reach a higher level.
Not Achieved	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> did not understand the general meaning lacked clarity (omnipresence of inaccuracy) fabricated answers which did not fit the questions provided little information did not attempt all questions did not provide enough evidence to show basic understanding.
Achieved with Merit	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> showed clear understanding of the texts could understand more complex sentences and language features wrote long answers supported by relevant details from the texts provided relevant and detailed information in an unambiguous way to support their answers did not understand all nuances attempted to draw conclusions however did not support them with evidence from the text.
Achieved with Excellence	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> provided detailed answers showing thorough understanding of the texts showed logical reasoning through their answers which were supported and justified by relevant details from the texts were able to capture nuances within each text and to meaningfully translate them in their answers demonstrated an excellent understanding of complex language features and structures

	<ul style="list-style-type: none"> • understood the implied meanings • were able to differentiate between the various meaning for words depending on the context • were able to synthesise information and constructed full and logical answers • drew conclusions while supporting them with detailed evidence from the text.
<p>Standard specific comments</p>	<p>Candidates who were equipped with a solid knowledge of Spanish up to Level 6 of The New Zealand Curriculum performed best through this assessment. Candidates who responded fully, thoughtfully and thoroughly to each question were on track to reach Excellence.</p> <p>It seems that candidates who scored higher read through the entire passage and the questions and then answered. Those candidates could plan their answer, choose relevant evidence from the text, and write detailed responses. Those who misread questions or did not read them carefully produced irrelevant answers.</p> <p>Some candidates produced conflicting ideas and careful proofreading would have avoided this.</p> <p>Candidates who solely copied parts of the text(s) in Spanish did not show understanding.</p>