

2015 NCEA Assessment Report

Spanish Level 2 91148, 91151

Part A: Commentary

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

The majority of candidates coped well with the language expected at Levels 1-7 of The New Zealand Curriculum and high performing candidates justified their answers with examples from the texts and displayed understanding of nuance of language.

The format of the marking schedules has undergone a small change this year. The differences between the grades are still holistic – based on the quality of information rather than the quantity – and it must still be made clear that a transcription of a passage or text does not constitute evidence of clear understanding (Merit) or thorough understanding (Excellence). Candidates can be best prepared with examination strategies that encourage listening and reading for the meaning as a whole. These strategies should also include the careful reading and unpacking of questions so that relevant information is sought.

Passages in 91148 and 91151 continue to focus on the lives of others in Hispanic communities. These should be considered familiar matters at this level, but it must be emphasised that candidates are required to base their answers on what they read and hear in the examination, rather than using prior knowledge.

Part B: Report on standards

1. Assessment Report for 91148: Demonstrate understanding of a variety of spoken Spanish texts on familiar matters

Achieved	Candidates who were assessed as Achieved commonly: <ul style="list-style-type: none"> provided part of the information required wrote brief answers based around small groups of words.
Not Achieved	Candidates who were assessed as Not Achieved commonly: <ul style="list-style-type: none"> left answers blank used prior knowledge to invent answers had insufficient knowledge of language to understand passages made little or no use of the “listening notes” pages.
Achieved with Merit	Candidates who were assessed as Achieved with Merit commonly: <ul style="list-style-type: none"> correctly interpreted the passage correctly interpreted the question to provide a relevant answer included some detail or examples from the text in the answer.
Achieved with Excellence	Candidates who were assessed as Achieved with Excellence commonly: <ul style="list-style-type: none"> displayed sound knowledge of the language of Levels 1-7 of the Curriculum selected all relevant information wrote articulate, well-supported answers made full use of the “listening notes” pages.

Standard specific comments	<p>Unpacking the questions is important. E.g. In the first passage the description of the holiday destination includes more than what can be done there. Proofreading is also important. It is not likely that the destination in Question One is a city where you can “breathe fresh air”.</p> <p>Numbers proved challenging in Question Three. Only the most able candidates understood 2012. Also to be noted is the meaning of “plata”. Proofreading may have alerted many candidates to the fact that it means silver in this passage, rather than money. In examinations formal terminology is preferred – so money should be referred to as “dinero” not “plata”.</p>
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2. Assessment Report for 91151: Demonstrate understanding of a variety of written and/or visual Spanish text(s) on familiar matters

Achieved	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> • understood the main ideas in the texts, but not the details • used only a part of the text to provide an answer.
Not Achieved	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> • misinterpreted the language in the texts • invented answers based on one or two words • answered only parts of questions.
Achieved with Merit	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> • displayed sound knowledge of the language of the texts • provided relevant information to answer questions.
Achieved with Excellence	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> • wrote answers that clearly addressed the questions • drew conclusions and used a range of examples in support of these • conveyed understanding of complex ideas.
Standard specific comments	<p>Candidates with a good understanding of the language required in Levels 1-7 of the Curriculum were able to provide relevant justification in support of answers. They demonstrated the ability to draw relevant inferences from the texts and produce effective responses.</p>