

# Assessment Report

---

## On this page

[Level 2 Spanish 2021](#) ▾

## Level 2 Spanish 2021

---

Standards [91148](#) [91151](#)

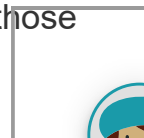
### Part A: Commentary

The texts and passages of the examination were of interest to candidates and had a selection of language for the candidates to produce answers at all levels of their understanding. Most candidates understood the key vocabulary and structures expected at this level and were able to communicate the general information required.

Candidates should be reminded to always base their answers using the information provided in the passages or texts, not just on their own knowledge.

Making use of the Listening Notes for each question, and taking note of the glossed vocabulary provided prior to writing answers, is good examination practice and is commonly noted amongst high performing candidates.

Candidates who organised their ideas in a logical way and drew conclusions with detailed and specific information from the texts achieved higher grades than those directly translated sections from the text.



## Part B: Report on standards

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

#### Examinations

The examination comprised of three listening passages with questions for each. The passages were on topics relevant and familiar to the age-group of the candidates. The examination required candidates to show their understanding of the passages by selecting key information and ideas, expanding on ideas with supporting detail from the passage and making conclusions.

#### Observations

Making use of the Listening Notes for each question is good examination practice and is commonly noted amongst high performing candidates. Candidates are encouraged to take note of the glossed vocabulary provided and to read the question titles and questions carefully beforehand prior to writing answers.

#### Grade awarding

Candidates who were awarded **Achievement** commonly:

- communicated part of the general information required and provided short answers using some key vocabulary from the transcript
- relied on their own ideas rather than specific evidence from the transcript.

Candidates who were awarded **Not Achieved** commonly:

- understood some basic cognates but answered with incomplete sentence or just words.
- used their own knowledge and / or personal opinions rather than specific detail from the transcript.

Candidates who were awarded **Achievement with Merit** commonly:

- understood the passages and could communicate the main idea for each question with some specific detail and a relevant example in parts

- made appropriate use of the listening notes boxes provided
- provided extra detail to reach high merit but needed to infer meaning from the texts to make conclusive statements to move up to Achievement with Excellence.

Candidates who were awarded **Achievement with Excellence** commonly:

- wrote thorough, clear, answers with relevant details and examples from the transcript to support responses
  - used the listening notes thoroughly along with the glossed vocabulary, where required
  - showed a high-level understanding of implied meanings, e.g. in question two, J Balvin, being one of a few Latin American artists gaining world success even without his songs being translated into English.
- 

## 91151: Demonstrate understanding of a variety of written and/or visual Spanish texts on familiar matters

### Examinations

The examination comprised of three texts with questions for each. The texts were on topics relevant and familiar to the age-group of the candidates. The examination required candidates to show their understanding of the texts by selecting relevant ideas, opinions and information from the text, expanding on them with supporting detail and showing an understanding of the implied meanings within the text.

### Observations

Successful candidates addressed the questions by using wording in the questions as a starting point for their answers. They built their answers around information in the text and used all the relevant information. Candidates needed to process the information, group it in a logical way and draw conclusions in their own words. Some candidates produced very coherent responses and made some valid inferences but needed more detail and specific information from texts to justify their answers for Achievement with Excellence. Candidates should be encouraged to make explicit and clear links with the text.

Candidates should focus on using the ideas, opinions and information from the text to support their answers rather than their own prior knowledge or personal opinions unless they are justified and backed up with information from the text.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- showed an understanding of some of the key lexical items in the texts
- provided an answer that, in general terms, was logically consistent with the main idea of the text
- missed or misunderstood more complex detail in the texts.

Candidates who were awarded **Not Achieved** commonly:

- produced answers that were illogical to the main ideas of the texts
- produced answers based on their own opinions of the topics and did not include any information from the texts. This was evident in text two, as the topic of the All Blacks is well known to most
- provided some valid information but failed to encapsulate the main ideas of the texts.

Candidates who were awarded **Achievement with Merit** commonly:

- identified key points from the text and developed these with some specific detail extracted from the texts
- were able to paraphrase facts, ideas and information
- used information from the text in an appropriate way to offer a response to the questions.

Candidates who were awarded **Achievement with Excellence** commonly:

- understood a range of detail, including complex structures and nuances, and communicated these unambiguously
- explored the implications, inferences and possible conclusions of the information contained in the texts
- based their conclusions on all possible factors mentioned in the text that were of relevance

- produced responses that evidenced careful and thoughtful planning.

## [Spanish subject page](#)

### Previous years' reports

[2020 \(PDF, 140KB\)](#)

[2019 \(PDF, 223KB\)](#)

[2018 \(PDF, 82KB\)](#)

[2017 \(PDF, 42KB\)](#)

[2016 \(PDF, 214KB\)](#)