

# Assessment Report

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## Level 3 Spanish 2021

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### Part A: Commentary

All the questions in the Level Three Spanish assessments are important. It is essential candidates realise there are no obsolete questions; each contributes to a full understanding of the texts.

It is vital that candidates read the questions and answer them directly, crafting understanding of the text specifically to the requirements. Answering questions is an essential skill and uplifting the entire text without any changes does not show that the candidate has understood the text.

When answering in Spanish, it is important that candidates do not simply copy large portions of the text. They need to paraphrase, using direct quotes from the texts only as supporting details in their answers.

Understanding the context of the text is important and can give clues to implied meanings. Candidates who had cultural knowledge that related to the texts were better able to fully understand the context and could give more rounded answers.



Candidates who used their language skills to explain their answers and used the texts to provide details and unpack the implied meanings to justify their answers, demonstrated they had command of the language and good answering techniques.

## Part B: Report on standards

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

#### Examinations

The examination included three questions of which candidates were required to respond to all three. All questions required candidates to apply their understanding of extended spoken Spanish texts. The texts may develop a line of argument relating to concrete and abstract matters of social interest.

The questions covered the requirements of the 2021 assessment specifications that were that candidates would listen and respond to recordings of three spoken texts with a total duration of up to 45 minutes, which they would hear as a whole and twice in sections. Candidates could make notes in the listening notes spaces provided.

#### Observations

Candidates need to be aware that often the necessary inference is included in the question. Hence, by answering the question they are inferring. Many candidates at the Not Achieved and Achievement level often included answers, which included irrelevant details that were related to the context generally, but not contained within the text, i.e. personal input from the candidate.

#### Grade awarding

Candidates who were awarded **Achievement** commonly:

- communicated the main ideas of the texts and justified these with some very basic details, translated from the listening texts
- provided some detail to justify the points they made but were unable to translate the specific detail needed to demonstrate a clear understanding.

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

- did not communicate enough of the main ideas of the listening text
- misinterpreted details
- had a few pieces of correct evidence, but not enough to justify a correct answer.

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

- communicated most of the main points and justified these by translating a good amount of correct Achievement with Merit level detail from the listening texts.

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

- produced answers were well structured and easy to follow
  - contained correct answers with easy to follow inferences to the questions that were substantially justified with in-depth, specific and correct detail from the text.
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## 91571: Demonstrate understanding of a variety of extended written and/or visual Spanish texts

### Examinations

The examination included three questions and candidates were required to respond to all three. All questions required candidates to apply their understanding of written and / or visual Spanish texts. The questions covered the requirements of the 2021 assessment specifications that candidates would read and respond to three written texts, which may develop a line of argument relating to concrete and abstract matters of social interest.

### Observations

Candidates are well taught by their teachers that they need to communicate the implied meanings in the texts. However, some candidates are so busy doing this that they forget to include the details that demonstrate a clear / thorough understanding of the texts, and are therefore unable to access the top grades, despite some very good implied understanding at times. Candidates who chose to answer only in Spanish gain Achievement or Achievement with Merit.

It was noted that some candidates were most likely heritage speakers (making classic heritage speaker spelling errors, for example: missing the h on 'haber', using s instead of z e.g. 'Mafalda era la vos de...').

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- identified key vocabulary
- demonstrated understanding the general gist of the text but tripped up on the details
- wrote relevant responses but included inaccurate or misunderstood detail, for example:
  - confusing 'false friends', e.g. caramelos / asistir la universidad
  - confusing 'con el tiempo' with 'weather'
  - confusing the fact that it was growing other crops that ruined the land rather than growing quinoa.

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

- wrote very little or wrote responses that did not answer the questions
- picked out one or two pieces of information and wrote about them
- created stories around the few aspects they could understand
- demonstrated illogical thinking.

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

- provided detailed responses which directly answered questions and identified key points from the text
- included specific evidence from the texts when justifying their responses
- made only small errors with vocabulary, e.g. 'gana' as 'earn' instead of 'win', liderado for liberated
- produced accurate translations of the texts with little implied information, or included good implied information that lacked detail
- provided good comparisons in Question 2 between Lorena's lifestyle and that of 'normal' runners.

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

- responded fully to each part of the question using all relevant pieces of information from the text as evidence
- demonstrated understanding of nuances in meaning
- showed some intercultural understanding to help with inference, e.g. in Question 1 – showing some awareness of life under a dictatorship in Latin America during the 1960s and 1970s, in Question 2 – awareness of the meaning of community spirit / selflessness / importance of indigenous beliefs and traditions, and in Question 3 – awareness of Andean geography and lifestyle
- demonstrated understanding of the fine detail of the text in a comprehensive manner, at times impressively, with justifications for their responses.

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### Previous years' reports

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