

## 2025 NCEA Assessment Report

<b>Subject:</b>	Spanish
<b>Level:</b>	2
<b>Achievement standard(s):</b>	91148, 91151

### Report on individual achievement standard(s)

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

##### Commentary

All topics were set at a suitable level and were relevant to Level 2 Spanish. The questions were clearly worded, and the language features being assessed were appropriate, allowing candidates to engage with the texts effectively.

Many candidates showed a sound grasp of the key vocabulary and grammatical structures required at this level, selecting and summarising relevant information to answer the questions well. However, some candidates relied too heavily on direct translation rather than interpreting meaning, which restricted their ability to reach Excellence.

Stronger candidates set themselves apart by supporting their responses with specific details and examples from the texts, showing a deeper understanding of language subtleties.

Candidates should be reminded to ensure their answers are based strictly on the information provided in the passages rather than outside knowledge or personal views.

##### Grade awarding

Candidates who were awarded **Achievement** commonly:

- communicated the general information required
- provided short answers using some key vocabulary from the passages
- translated some key vocabulary, however, some were incorrectly translated, e.g., *sitios de interés*, *los niveles de sangre*, *el país*, *emocionante*
- underutilised the listening notes section
- relied on own ideas rather than evidence from the passages
- gave personal opinions, or repeated ideas, when providing inference.

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

- understood the passages and communicated the main idea for each question with detail and relevant examples
- used the listening notes pages provided to assist their answers
- understood, in Question One, the idea of both groups being under the same roof and there being no need for extra workers

- understood, in Question Two, that both forms of bananas have their benefits, that there was not one specific form that was the best, that they do not lose nutrients – they just change form
- understood, in Question Three, that Linda had a stressful (“nightmare”) time at the airport and had to wait “some hours” and that travelling can also have an exciting (not emotional) element to it.

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

- delivered thorough responses, including relevant details and examples from the passages to support their answers
- demonstrated good and thorough use of the supplied listening notes pages
- expressed ideas in a clear and effective manner
- drew conclusions based on information from the passages rather than personal opinions.

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

- gave answers that included information that was off-topic, or did not provide enough detail to meet the specific bullet point requirements
- failed to provide responses to some questions, or gave very short responses
- made minimal or no use of the listening notes pages that were provided
- created answers using personal assumptions or opinions rather than information from the passages
- demonstrated insufficient Level 2 subject knowledge, which prevented clear communication of general ideas from the passages.

## **Achievement standard 91151: Demonstrate understanding of a variety of written and / or visual Spanish text(s) on familiar matters**

### Commentary

Candidates were able to answer all three questions in this examination. Question One and Question Three were answered with the most confidence.

From the length and quality of the answers, the exam length was appropriate, and candidates had enough time to answer all three questions.

Candidates who wrote in Spanish tended not to achieve well in this examination. Many of these candidates copied the text word-for-word into their answers and therefore did poorly as they did not answer in their own words.

Concluding statements summarising answers did not show the ability to provide inference, and are therefore not needed. Including inference or implied meaning is the ability to say something which is not explicitly written in the text, and so writing a conclusion at the end of each question does nothing to improve the grade.

### Grade awarding

Candidates who were awarded **Achievement** commonly:

- identified the main points of the text with brief answers
- communicated the ‘gist’ of each text but did not include specific detail in their answers, e.g., fresh seasonal produce “such as potatoes, corn, and seafood”
- showed misunderstanding of some vocabulary from the texts, e.g., *miles*, *comida francesa*, *incendios*.

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

- wrote detailed answers which included specific information from the text
- communicated a 'clear' understanding of the texts
- identified the key details to answer the questions
- were unable to show a thorough understanding of the texts to reach Excellence, due a lack of implied meaning and inference.

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

- wrote detailed answers selecting information from the text and included inference and implied meaning to show their 'thorough' understanding.

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

- wrote brief answers with little, or incorrect, detail
  - demonstrated insufficient Level 2 subject knowledge, which prevented clear communication of the general ideas in the texts.
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