2025 NCEA Assessment Report

Subject:	Spanish
Level:	3
Achievement standard(s):	91568, 91571

General commentary

Successful candidates read the questions carefully and planned their answers, so they addressed the question directly. Their responses were logically organised and supported with evidence drawn from across the texts.

Successful candidates showed their understanding of the texts by backing up their inferences and arguments with specific evidence from the texts rather than including their personal knowledge of the topic. Candidates should make sure that they select relevant information from all parts of the texts and include a wide range of supporting arguments in their responses.

Candidates should make sure they use all available resources when answering questions, such as the information in titles, images and captions.

Candidates are encouraged to practice completing these standards in exam conditions to ensure they plan their time appropriately to complete all questions.

Report on individual achievement standard(s)

Achievement standard 91568: Demonstrate understanding of a variety of extended spoken Spanish texts

Assessment

The assessment was comprised of three listening passages. All topics were at an appropriate level of the New Zealand Curriculum and relevant to Level 3 candidates. The passages contained information, ideas, and opinions about events and experiences familiar to candidates. To achieve well, candidates were required to express their understanding of the passages beyond direct translation. They needed to select relevant information for each question, rather than every detail, to support their interpretations of ideas and information.

Commentary

Candidates who were more successful tended to make extensive listening notes. Furthermore, they made sure to address the question in a structured manner and incorporated all relevant supporting detail from the passages in a meaningful way instead of merely listing details.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- answered the question giving clear and specific evidence from the text
- understood the general meaning of the text and included additional evidence and details in their response
- noted the key points and details and were able to expand on the details of the texts, demonstrating understanding of some of the more complex vocabulary items and language structures.

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

- answered the question giving clear evidence from the text
- provided responses that reflected the general meaning of the text and also included additional evidence and details
- were able to expand on the details of texts, demonstrating understanding of the more complex vocabulary items and language structures.

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

- demonstrated a thorough understanding of the text by providing detailed answers to the questions, with explanations and nuanced details
- were able to infer meaning not explicitly stated in the text from the details provided, or linked information together to form conclusions, based on evidence
- had a strong lexical comprehension and were able to interpret vocabulary items in the text contextually, in order to provide the most accurate meanings in their response
- provided answers that reflected understanding of different grammatical structures relating to a range of time periods and situations.

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

- included prior knowledge about the topic in their response instead of referring to evidence from the text
- did not provide enough key points or details, or provided irrelevant information
- misunderstood the general meaning of the text
- understood individual words, cognates, or glossed vocabulary but did not demonstrate sufficient evidence they knew how they related to the text or question.

Achievement standard 91571: Demonstrate understanding of a variety of extended written and / or visual Spanish texts

Assessment

The examination was of an appropriate level and covered a good variety of topics, allowing all candidates to demonstrate their understanding of the written texts fairly and in various ways.

Commentary

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 provided.

The questions could not be directly addressed by merely translating sections from the text, but some candidates did attempt to do this. Careful and accurate translation of sentences or short sections is appropriate when used purposefully as part of an argument.

Candidates needed to process the information, group it in a logical way, and draw conclusions.

Some candidates produced very coherent responses and made some valid inferences but did not gain Excellence as they omitted detailed and specific information from the texts.

Candidates are encouraged to always make explicit and clear links with the text. It is important to use the information from the texts to justify answers. Some candidates wrote a lot of information, but this was based on their own knowledge and narrative and did not include the details from the text.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- identified key vocabulary
- provided relevant information and demonstrated a general understanding of the texts, but also included some inaccurate or misunderstood details, for example, not understanding that it is the crops that suffer disease, not the Mexican people, in Question Two
- confused false friends such as costumbres and cocina
- did not demonstrate understanding of words such as *maíz*, *valor*, and *siglo*.

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

- provided detailed responses that directly answered questions and identified key points from the texts
- included specific evidence from the texts when justifying their responses
- made evidence-based arguments for both the positive and negative aspects of space travel (in Question One)
- could detail how the new law would affect different groups of society, both positively and negatively (in Question Two)
- understood clearly the ideas behind 'human zoos' (in Question Three).

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

- responded fully to each part of each question, using all relevant pieces of information from the text as evidence
- showed understanding of nuances in meaning
- showed understanding of the fine detail of the texts in a comprehensive manner, at times impressively, with justifications for their responses
- concluded that first we need to invest in and save our planet (in Question One)
- understood how Mexican culture could be preserved with this law (in Question Two)
- made links to how this type of tourism is positive for the indigenous community, not just the tourist (in Question Three)
- demonstrated understanding of NZC Level 8 vocabulary that enabled them to encapsulate the nuances of the texts.

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

- wrote very little
- included information that was not at all relevant to the texts
- did not answer each question part.