



Assessment Report

Scholarship, 2007

Spanish

Spanish, Scholarship 2007

Commentary

Candidates had the opportunity to express themselves in Spanish, written and orally, conveying their own ideas and thoughts. Candidates were encouraged to present opinions that reflected their knowledge and command of the Spanish language.

The best-performing candidates most commonly demonstrated the following skills and / or knowledge:

- thorough understanding of language from curriculum levels 1 to 8
- ability to understand the examination questions and their requirements
- ability to structure responses in an organised and coherent manner, using complex lexical and syntax structures, together with varied vocabulary, for example *“Sin embargo, cada país tiene el derecho a controlar quienes inmigren, con el fin de ‘defender ...’ ”*
- accurate use of appropriate tenses and grammatical structures integrated into their writing, for example *“Sin embargo un problema propuesto fue el concepto de que la llamada ‘inmigración masiva’ constituye una invasión en los ámbitos de la economía y de la cultura”*
- ability to use their own language, adding their own personal experiences and knowledge in a logical and flowing sequence
- ability to use own language, adding their own personal experiences and knowledge in a logical and flowing sequence, for example *“Todos merecemos vivir una vida en donde queremos”, or “Creo que nos cuesta un poco de trabajo poder aceptar a culturas nuevas”*
- ability to present information in a coherent manner, with a well-argued personal point of view, for example *“Estoy de acuerdo de que los nativos de un país deben defender la identidad nacional, pero no es que deben ‘defender’ sino enseñar su..”*
- varied use of appropriate vocabulary, both generated by the text and their own personal knowledge, integrated into written and oral responses, for example *“...con el fin de ‘defender la identidad nacional y las Fuentes de trabajo’ Pero esto, ¿logrará los resultados deseados?”*
- ability to effectively use idiomatic expressions, for example *“Cuanto más sube la taza de inmigrantes menos trabajos hay para los ciudadanos de ese país”*
- ability to succinctly explain a complex idea without ‘lifting’ it from the text, for example *“Los datos expuestos en la grabación tenían como fin demostrar tanto la enorme realidad de la inmigración como la necesidad de la misma”*
- confident, accurate, and convincing speaking delivery. Used proper intonation inflections in questions and exclamations, adequate intonation and pauses, and did not repeat ideas. They held the listener’s interest. Speaking was fluent.

Candidates who did NOT achieve scholarship lacked some or all of the skills and knowledge above and in addition they:

- produced written and / or spoken responses that lacked control and cohesion. Did not present a fluid argument
- simply transcribed text or copied vocabulary and grammar structures from the written text and aural passage
- began their oral responses by repeating the questions to be answered
- included personal information when not needed
- used short sentences, which lacked accurate punctuation or provided unnecessarily lengthy answers that resulted in tedious essays or speeches
- used artificial and inappropriate Level 8 structures
- lacked agreement between subject pronouns and verb endings, misused the preposition “a”, confused the use of “por” with “para” and the verbs “ser” and “estar”. They often lacked written accents

- lacked correct intonation and modulation when speaking. Delivery sounded artificial. Speech lacked content
- did not answer all questions and / or did not always provide evidence to the depth of thought required when answering the question(s)