



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Scholarship, 2004

Spanish

National Statistics

Assessment Report

Assessment Schedule

Spanish, Scholarship, 2004

General Comments

Candidates who achieved the Scholarship standard for Spanish demonstrated the very good level of reading and listening comprehension that was required to gather enough relevant information on which to base the oral and writing production.

The **speech** and **essay** had to be pertinent to the questions offered. These questions had to be answered in their totality using vocabulary and grammar up to and including Level 8 of the Spanish Curriculum. It was expected that candidates at this level were able to develop their answers by expressing their own ideas thus minimising the necessity of 'lifting' from the given text. These ideas were not evaluated individually but as a whole, therefore they had to be presented in a coherent manner, avoiding contradiction and repetition.

Although candidates may have had previous knowledge of the topics, their knowledge and command of the language allowed them to express a viewpoint in agreement or disagreement with the information presented.

Whilst it was not mandatory to have a first language speaker's pronunciation and accent, it was believed that candidates at this level were able to avoid the most common mistakes, especially in relation to cognates such as *acción* vs. action. Therefore errors in pronunciation that hindered the meaning were recognised. Appropriate use of the correct intonation to add meaning to their speech was also paramount to convincing the examiner of the content of their speech.

National Statistics

Number of Results	Percentage		
	Not Achieved	Scholarship	Outstanding
22	63.7%	31.8%	4.5%

Assessment Report

Scholarship

The quality of the candidature was very high. This was reflected by the fact that there were very few candidates who did not meet the Scholarship standard in at least one of the two tasks.

Almost without exception, candidates showed through their answers that they have very good reading-comprehension skills, as well as a thorough knowledge of grammar and vocabulary that allowed them to express their ideas with conviction and, often, passion.

In the speaking section, although there were many interferences from English pronunciation, especially with words ending in *sión* and *ción*, or containing the letters 'j', 'h' and 'y', most of the speeches had the required level of pronunciation. It was interesting to note that the most convincing discourses in the second task were not those read word by word from notes written during the allocated preparation time, but those supported by structured notes.

Most candidates were able to demonstrate their grammatical knowledge, although some rote learnt phrases and incorrect use of the Subjunctive Mode spoiled the content of answers. Many candidates answered all questions although not always with the same degree of accuracy, personal input and development.

Scholarship with Outstanding Performance

Several candidates met the criteria for outstanding performance in one of the two tasks.

In the oral section, these candidates accurately answered all the questions, delivering these with appropriate intonation, conviction and passion. If there were mistakes in their pronunciation, this was tolerated because the communication was never hindered.

Candidates who met the Scholarship with outstanding performance standard were able to develop their answers in different styles, to challenge the information presented with open-ended questions, satirise its validity according to other data, and to develop their personal ideas in a mature and convincing way. The information presented was well structured so that the answers together developed into a coherent argument.

These candidates were able to express a conclusion, debate the validity of the information presented, make predictions and recommendations, using a range of vocabulary and structures that allowed the communication to be achieved.

Assessment Schedule**Scholarship: Spanish (Second Language) (93007)****Section One: Writing**

Judgement leading to Scholarship	Samples of Evidence
<ul style="list-style-type: none"> • Uses information from the given texts to express and develop relevant ideas / opinions in a coherent manner. • Writes at least 200 words in Spanish. • Uses a wide variety of complex vocabulary and structures up to and including Level 8 of the Curriculum document. • Any errors in language do not hinder communication. • Communicates with fluency.* 	<p><i>Hojeando las revistas o mirando las telenovelas, se verá claramente que sigue existiendo el mito de 'la pareja ideal'. Este es uno de los estereotipos más poderosos en nuestra sociedad y es posible que sea uno de los más peligrosos también. En realidad, 'la pareja ideal' no existe, nunca ha existido y no existirá nunca. Refleja un estado de perfección que es imposible lograr entre dos seres humanos.</i></p>

* Fluency means that the candidate's writing 'flows' due to the skilled manipulation of grammatical structures.

Judgement leading to Outstanding Performance	Samples of Evidence
<p>In addition to meeting the criteria for Scholarship:</p> <ul style="list-style-type: none"> • Sustains a wide variety of complex structures and vocabulary throughout both written and oral responses. • Manipulates the language with a certain degree of flexibility and flair. • Communicates in a convincing manner. 	<p><i>La ilusión de 'la pareja ideal' y del matrimonio perfecto continuará porque satisface nuestros deseos más profundos: los de ser amados y apreciados y de tener una relación segura y permanente. A mi modo de pensar, es necesario que tengamos estos sueños para que la vida cotidiana parezca menos dura y dolorosa. Vivir con esperanza es vivir mejor.</i></p>

Section Two: Speaking

Judgement leading to Scholarship	Samples of Evidence
<ul style="list-style-type: none"> Speaks clearly and coherently for approximately 3– 4 minutes on the set topic(s). Uses a wide variety of complex vocabulary and structures up to and including Level 8 of the Curriculum document. Any errors in language do not hinder communication. Communicates with fluency.* 	<p><i>Hemos visto la ropa de fantasía por muchos años en las películas de ciencia ficción, pero ahora es realidad. Para la gente que tiene el lujo de mucho tiempo libre y mucho dinero, puede que la ropa inteligente sirva como una novedad o un nuevo juguete para disfrutar. Para la gente pobre, la ropa de fantasía se verá como un gasto enorme de recursos y tiempo.</i></p>

* Fluency means that the candidate's speaking has no lengthy pauses. It does allow for some thinking time.

Judgement leading to Outstanding Performance	Samples of Evidence
<p>In addition to meeting the criteria for Scholarship:</p> <ul style="list-style-type: none"> Sustains a wide variety of complex structures and vocabulary throughout both written and oral responses. Manipulates the language with a certain degree of flexibility and flair. Communicates in a convincing manner. 	<p><i>¿Para qué sirve la ropa de fantasía? ¿Nos ayudará a curar las enfermedades graves? ¿Proveerá alimentación para los pueblos que están pasando hambre? ¿Protegerá al medio ambiente? No creo que la ropa inteligente pueda empezar a resolver estos problemas. Además, es posible que la producción de la ropa de fantasía nos distraiga de las soluciones y contribuya a la destrucción del medio ambiente.</i></p>