



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# **Scholarship, 2005**

**Spanish**  
**93007**

**National Statistics**

**Assessment Report**

## Spanish, Scholarship, 2005 93007

### National Statistics

No. Scholarship Results	Results			
	Outstanding Scholarship		Scholarship	
	No. Awards	% of L3 Cohort	No. Awards	% of L3 Cohort
13	1	0.4%	12	5.1%

### Commentary

The reading and listening texts were intended to encourage candidates to put forward opinions that reflected their knowledge and command of the Spanish language. In order to accomplish this, a thorough understanding of structures, grammar and vocabulary was essential.

Because the topics for both tasks were relevant to candidates, they were able to identify with the problems presented and to use their personal experiences and knowledge to produce performances with an easy flow of ideas. They used idiomatic expressions in both written and spoken Spanish.

### Written task performance

Most candidates found it relatively easy to produce the required 200 words, with many significantly exceeding this.

Typically candidates were able to use a variety of complex lexical and syntax structures. This, together with the implementation of a varied vocabulary, allowed them to express their opinions and present critical points of view on the topic.

The best-performing candidates did not hesitate to use long sentences in Spanish, close to those of a first-language speaker. They combined verbal structures as needed, in the indicative and subjunctive modes, and showed flexibility of language registers, both lexical and grammatical.

Their essays were presented in a logical sequence of facts as well as personal ideas and/or experiences that contributed to support statements made. They were able to structure a coherent, fluent and focussed essay, and were able to argue a point with detailed reference to the text.

For example: *“Había una vez en que, cuando completaba sus estudios, podía salir de la casa de sus padres, expresar la libertad y entrar en el mundo de los adultos. Era posible que uno hiciera lo que quería (quisiera), y que así tuviera éxito social y también económico. Pero hoy vivimos en un tiempo de costos de universidad altos y obligaciones innumerables para una nueva generación de jóvenes”.*

Other candidates tended to address the topic with less fluency and control. Many relied heavily on the listening text by literally transcribing passages and by

abundantly copying vocabulary and grammatical structures from the text. Their writing exhibited a general lack of cohesion in the presentation of the argument.

There was also a tendency for these candidates to use short sentences, which lacked the Spanish punctuation eg question marks and commas.

While most candidates showed a solid preparation for this examination, others continued to make the typical errors that English speakers tend to make, such as lack of agreement between subject pronouns and verb endings.

### **Speaking task performance**

It was essential that the content of the speech was complemented by correct intonation and modulation in order to convey meaning to the audience.

The best-performing candidates organised relevant answers in a logical manner using accurate vocabulary related to the topic, together with the inclusion of idiomatic expressions.

These candidates showed little influence of their mother tongue while pronouncing Spanish vowels, and combinations of diphthongs and cognates. The use of proper intonation inflections in questions and exclamations, adequate intonation and pauses, together with the absence of repetitions throughout the speech, were pivotal to delivering their answers convincingly.

For example: *“Es cierto que los teléfonos móviles son muy importantes para nosotros, los jóvenes. Esto se debe a que nos permite estar en contacto con nuestros amigos a cualquier hora del día. También son útiles si queremos encontrar un piso o trabajo. A nuestros padres no les parecen tan necesarios porque ellos creen que perdemos demasiado tiempo hablando con nuestros amigos dentro y fuera de casa.”*

Other candidates, eager to avoid mistakes, read their notes, which meant that intonation sounded artificial. In many cases they delivered a speech lacking in content.