



# **National Qualifications 2014 Internal Assessment Report Spanish**

The purpose of this report is to provide feedback to centres on verification in National Qualifications in this subject.

# National Qualifications Courses

Titles/levels of NQ Courses verified:

C063 10 Intermediate 1 Spanish

C063 11 Intermediate 2 Spanish

C063 12 Higher Spanish

## General comments

Verifiers were largely in agreement with centres' application of national standards in assessments of Speaking at Intermediate 1, Intermediate 2 and Higher levels. The vast majority of centres selected for verification have a very clear understanding of the requirements of the national standards. All candidates in the verification sample were very well prepared, and took part in engaging assessment tasks with sympathetic interlocutors who brought out the best in their candidates.

Almost all centres' assessments were in line with the verifiers' judgements and only one centre was slightly severe in awarding marks and was Not Accepted. Once again, it is noted that centres have a very good understanding of the national standards.

## Course Arrangements, Unit specifications, instruments of assessment and exemplification materials

Centres have understood Course Arrangements and recommendations as outlined in the document entitled *National Qualifications Assessment of Speaking in Modern Languages*. All centres selected in this sample were familiar with the categories, criteria and pegged marks as detailed in this document.

## Evidence Requirements

Centres have shown familiarity with the advice and instructions contained in the document *Instructions to Modern Languages Departments on the Conduct of the Recorded Speaking Assessment*. In terms of Evidence Requirements, all centres understood what was required of candidates.

## Administration of assessments

Centres have displayed thorough knowledge of Course Arrangements, Unit specifications, and instruments of assessment. There were many examples of very good and good performances, and centres had prepared their candidates well for the Speaking assessments.

Candidates had the opportunity to cover a wide range of topics. In general, the content of presentations and discussions was appropriate to the level (Intermediate 2 and Higher levels only).

There was evidence submitted of internal verification processes that centres had used to finalise decisions on candidates' performance and marks awarded.

## **Areas of good practice**

### **General comments**

Overall, for the most part, centres had prepared their candidates well to take part in discussions and to demonstrate knowledge of an appropriate range of vocabulary for their level. In addition, interlocutors were helpful, sympathetic and supportive to candidates and brought out the best in them. There were some examples of very good interactions between interlocutors and candidates, especially at Intermediate 2 and Higher levels, where candidates were able to express opinions and reasons and give extended answers.

### **Intermediate 1**

The performances of candidates at this level were generally strong. Candidates had been well prepared and in most cases went beyond the requirements of the assessment.

### **Intermediate 2**

There was evidence of examples of good and very good presentations, where candidates had explored a topic or addressed a number of topics. There were also good examples of discussions that developed in a more spontaneous way.

### **Higher**

Some centres had prepared candidates well for the Speaking assessment, giving them ample opportunity to go beyond minimal responses and to handle a wide range of structures and vocabulary. Generally, there was evidence of a good range of topics and themes being covered in the candidates' performances.

### **Specific areas for improvement**

In some centres it was noted that candidates' performances could have benefitted from the opportunity to give more opinions rather than just expressing factual statements. This would then allow candidates to demonstrate a wider range of vocabulary and structures. At Higher level, centres should also ensure that the discussion begins from the original topic of the presentation and moves into at least one of the other prescribed themes.

In some cases the length of presentations at Higher level was far in excess of the recommended time. Centres should ensure they are familiar with the guidance published on approximate length of presentations and discussions at this level.

Candidates should practise participating in discussions and learning good discussion techniques as part of the learning and teaching of Spanish at these SCQF levels. It was pleasing to note that centres had acted on advice given in previous internal assessment reports and there was evidence of candidates

being able to answer unexpected questions on a topic or area of conversation to ensure that the discussion is exactly that, and not a series of prepared mini-presentations.

There are still some examples of poor pronunciation by candidates, which may contribute to a lower mark being awarded. Centres must spend time on pronunciation as part of the learning and teaching of Spanish at all three levels.