

Assessment Schedule – 2016**Scholarship Spanish (93007)**

Question One		
Performance not at Scholarship level	Scholarship Performance	Outstanding Performance
<p>The candidate:</p> <ul style="list-style-type: none"> • makes errors that may hinder communication • expresses some personal opinions, beliefs, viewpoints or ideas • demonstrates some independent thinking • uses a (limited) range of structures and vocabulary that are only sometimes integrated into the response • inconsistently and/or partially interprets the stimulus material and occasionally makes connections with his/her own ideas • assembles ideas that are limited or partially developed and that only sometimes go beyond the given stimulus material. 	<p>The candidate:</p> <ul style="list-style-type: none"> • effectively communicates, in a natural way, and in a manner that is fluent and flexible • develops and integrates personal opinions, beliefs, viewpoints or ideas • demonstrates aspects of high level analysis and critical thinking • uses a wide variety of complex structures and vocabulary up to and including CL8 or equivalent, that is well-integrated into a synthesised response • interprets the stimulus material and makes connections with his/her own ideas that go beyond the given material • engages the intended audience throughout the response • demonstrates highly developed knowledge and skills in written language • expresses ideas with precision and clarity • makes logical, clear, concise and relevant use of written language. 	<p>The candidate:</p> <ul style="list-style-type: none"> • effectively communicates, with sophistication and style, in a natural way, and in a manner that is sustained, fluent, and flexible • develops and integrates sophisticated personal opinions, beliefs, viewpoints or ideas that are perceptive and insightful • demonstrates aspects of high level analysis and critical thinking • uses a very wide variety of complex structures and vocabulary up to and including CL8 or equivalent, that is well-integrated into a high-level synthesised response • fully interprets the stimulus material and makes connections with his/her own ideas that go beyond the given material and which demonstrate independent reflection • captivates the intended audience throughout the response • demonstrates sophisticated knowledge and skills in written language • expresses ideas with precision and clarity, in a convincing way • makes logical, clear, concise and relevant use of written language.
1, 2, 3, 4 marks	5, 6 marks	7, 8 marks

Question One

This question requires a response written in Spanish, to a passage spoken in Spanish played from a recording.

"Sin identidad étnica, no se puede tener identidad personal." ¿Hasta qué punto estás de acuerdo con esta afirmación? ¿Por qué deberían los gobiernos saber nuestra identidad étnica? Justifica tu respuesta seleccionando la información, ideas y opiniones relevantes del texto y añade tu propia perspectiva.

POSSIBLE EVIDENCE: Examples of responses at Outstanding and **Scholarship** level (not limited to these examples)

Notes: Candidate responses are judged holistically. Teachers and candidates should refer to student exemplars from previous years on the NZQA website to help them understand what is required for success in New Zealand Scholarship.

Outstanding: Es evidente que la mayoría de los gobiernos considera importante saber cuáles son las razas y las etnicidades de los individuos que habitan su país. Estado Unidos, como sabemos por el texto, lo investiga a través del censo. Otros países lo hacen a través de las embajadas o en las aduanas cuando se entra al país y hay que rellenar los papeles de entrada. Si no fuera importante, ningún país gastaría recursos económicos o tiempo en conocer estos detalles. La verdad es que cada cultura tiene una manera de entender la vida y en algunas ocasiones, la ignorancia hace que haya problemas a la hora de la convivencia. Si los gobiernos son conscientes de las diferentes etnicidades en el país, pueden planear para facilitar el entendimiento entre las culturas. Así, en Nueva Zelanda, en donde tenemos un número importante de emigrantes de China, el gobierno invierte fondos en eventos tales como el festival de los faroles y la entrada del año chino. De esta manera, las personas de Nueva Zelanda experimentan la cultura y costumbres de otros países y mediante el entendimiento se fomentan las buenas relaciones.

Diferentes culturas tienen diferentes tradiciones y variadas costumbres culinarias. Debido a esto, el sistema de salud tiene que tratar distintos problemas médicos y hacer diversas campañas para evitar futuras dificultades. La obesidad es más prominente en culturas que consumen comida rica en grasas y azúcares. El gobierno tiene que ser consciente de la cantidad de personas dentro de esta categoría e invertir en campañas publicitarias para prevenir obesidad, pero siempre siendo conscientes de las diferentes creencias.

Scholarship: *La primera razón que viene a la mente cuando se habla del reconocimiento de la identidad étnica por departamentos gubernamentales, es la necesidad de que las diferentes culturas de un país tengan un entendimiento, al menos básico, las unas de las otras. De esta manera las tensiones serán menores y por lo tanto socialmente es importante. Pero esto no es lo único. También hay que mirar, entre otros, el sector económico y dentro de este, el de la salud.*

También los gobiernos tienen que estar informados del número de personas dentro del país para poder proveer servicios para ellos, tales como traductores cuando se trata de papeles oficiales gubernamentales.

Question Two		
Performance not at Scholarship level	Scholarship Performance	Outstanding Performance
<p>The candidate:</p> <ul style="list-style-type: none"> demonstrates superficial or limited understanding of the text(s) in English or te reo Māori inconsistently and/or partially interprets the stimulus material and occasionally makes connections with his/her own ideas assembles ideas that are limited or partially developed and which only sometimes go beyond the given stimulus material offers arguments that are unclear and/or are not supported by effective examples presents a descriptive rather than analytical response. 	<p>The candidate:</p> <ul style="list-style-type: none"> demonstrates understanding of the text(s) and justifies his/her own argument(s) in a coherent way in English or te reo Māori interprets the stimulus material and makes connections with his/her own ideas that go beyond the given material assembles ideas with precision and clarity in a logical manner, through a synthesised response to the question/ statement; arguments are supported by examples that are evaluated develops and integrates personal opinions, beliefs, viewpoints or ideas that acknowledge and explore different perspectives and which go beyond the given material. 	<p>The candidate:</p> <ul style="list-style-type: none"> demonstrates understanding of the text(s) and inferences and justifies his/her argument(s) in a sustained, convincing and coherent way in English or te reo Māori interprets and evaluates the stimulus material and makes connections with his/her own ideas that go beyond the given material and which demonstrate independent reflection and extrapolation assembles ideas with precision and clarity in a logical and seamless manner, through a deliberate synthesised response to the question/ statement; arguments are supported by examples that are effectively evaluated; implications are drawn develops and integrates sophisticated personal opinions, beliefs, viewpoints or ideas that are perceptive and insightful and which investigate and extensively explore different perspectives demonstrates insight and independent reflection at the highest level.
1, 2, 3, 4 marks	5, 6 marks	7, 8 marks

Question Two:

This question requires a response written in English or te reo Māori, to a text written in Spanish.

Based on what is said in the text, expand on the social consequences if the government decides to go ahead with this change. What other ramifications, positive or negative, can you see that this decision could have?

POSSIBLE EVIDENCE: examples of responses at Outstanding and **Scholarship** level (not limited to these examples)

Note: Candidate responses are judged holistically.

Outstanding: The main social consequence will be the diminishing time spent with the family, as parents will have to go to work and children, including teenagers, will stop spending so much time with their families and start spending more time with their friends. Because of this, the anchor that the family is now will disappear, and values will not be as strong as before. However, it is also true that socially, the variety of avenues for finding entertainment will be greater, and therefore better for teenagers, who are well known for not being easy to entertain.

In New Zealand, Sunday is not family time. Because a great number of parents work on the weekend, many young people spend their time with their friends – even the ones who have their parents at home. It is an expectation of children to be with their friends. On the contrary in Spain, because all parents are at home, it is an expectation to stay at home with the family – both close and extended – at least for most of the day. It is only when some parents are not there that the children start to look for other avenues, and in so doing look for peers to spend time with.

Scholarship: *As the writer mentions, the people having to work will be the ones who are already at risk of poverty or in the position of barely being able to provide for the family. Anyone with enough money will not be choosing to work during the weekend. Those who have to work will have to leave their children unattended. Because they do not have a lot of money already, they won't be able to provide enough financially for them to enjoy their time other than staying at home, and this will provide the perfect situation for teenagers to get into trouble. The gap between rich and poor will be greater.*

Question Three		
Performance not at Scholarship level	Scholarship Performance	Outstanding Performance
<p>The candidate:</p> <ul style="list-style-type: none"> communicates with limited confidence in a manner that is hesitant expresses ideas without a coherent or logical sequence; inconsistently engages the intended audience inconsistently and/or partially interprets the stimulus material and occasionally makes connections with his/her own ideas uses a (limited) range of structures, vocabulary and occasional (or little) use of idiomatic expressions speaks with incorrect intonation; accent affects communication; fails to self-correct. 	<p>The candidate:</p> <ul style="list-style-type: none"> effectively communicates in a manner that is natural, fluent, and flexible expresses ideas with precision and clarity interprets the stimulus material and makes connections with his/her own ideas that go beyond the given material uses a wide variety of complex structures and vocabulary up to and including CL8 or equivalent, that is well-integrated into a synthesised response speaks clearly and concisely with correct intonation; accent has little effect on communication; self-corrects as necessary uses language appropriately such as idiomatic expressions, fillers and pauses that fit the context. 	<p>The candidate:</p> <ul style="list-style-type: none"> effectively communicates with sophistication and style, in a manner that is natural, fluent and flexible expresses ideas with precision and clarity, in a convincing way fully interprets the stimulus material and makes connections with his/her own ideas that go beyond the given material and which demonstrate independent reflection and extrapolation uses a very wide variety of complex structures and vocabulary up to and including CL8 or equivalent, that is well-integrated into a high-level synthesised response speaks clearly and concisely with correct intonation; accent has no effect on communication; self-corrects as necessary uses language appropriately such as idiomatic expressions, fillers and pauses that fit the context.
1, 2, 3, 4 marks	5, 6 marks	7, 8 marks

Question Three

This question requires a spoken response in Spanish.

Imagínate que los únicos comercios a los que se les permitiría abrir los domingos fueran los restaurantes, cafeterías y cines. ¿Cómo piensas que reaccionarían los neozelandeses?

POSSIBLE EVIDENCE: examples of responses at Outstanding and **Scholarship** level (not limited to these examples)

Note: Candidate responses are judged holistically.

Outstanding: Creo que la reacción en Nueva Zelanda sería terrible y habría grandes protestas. Económicamente el Gobierno no podría permitírselo porque la cantidad de dinero que se gana durante los fines de semana, especialmente el domingo, es mucho mayor del que se gana en cualquier otro día de la semana ya que las compras son mucho mayores. A eso hay que añadir los impuestos de todos los salarios que se pagan en esos días. Si sólo se trabajase seis días a la semana, entonces las ganancias del gobierno serían reducidas probablemente un 15%. Eso hoy por hoy es insostenible.

Por otro lado hay que tener en cuenta que en Nueva Zelanda las interacciones sociales tienden a ocurrir en su mayoría en centros comerciales. Hay muchas personas a las que no les gustan las actividades al aire libre y, para qué vamos a engañarnos, aquí llueve la mayoría del tiempo, así que las tiendas siguen siendo la mejor opción para quedar con los amigos, especialmente si eres un adolescente.

Scholarship: Creo que la mayoría de la gente estaría en contra porque los neozelandeses tienden a juntarse en centros comerciales. Los adolescentes no tenemos otros sitios donde quedar. Los padres no quieren tenernos todo el fin de semana en casa o que traigamos a todos nuestros amigos, y nosotros no queremos estar en casa aburridos. Además, la mayoría de los padres están demasiado ocupados durante la semana para poder hacer cosas como la compra de la semana, o hacer las cosas del banco. Si quitasen eso, no sé cuándo iban a hacerlo. Yo creo que existe incluso la posibilidad de que hubiese revueltas. A eso hay que añadir los trabajos perdidos si se cierran las tiendas duante el domingo. Los primeros a los que se despedirían serían a los adolescentes y a los estudiantes universitarios y tendríamos un problema similar al de España en el que los jóvenes no pueden encontrar trabajos.