## Assessment Schedule - 2018

# Spanish: Demonstrate understanding of a variety of extended spoken Spanish texts (91568)

# **Assessment Criteria**

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrating understanding involves making meaning of the relevant information and varied perspectives in the texts.	Demonstrating clear understanding involves selecting relevant information and varied perspectives from the texts and communicating them unambiguously.	Demonstrating thorough understanding involves expanding on relevant information and varied perspectives from the texts with supporting detail.

# **Evidence**

Not Ac	hieved	Achiev	vement	Ме	rit	Excelle	ence
Demonstrates limite understanding of th		Demonstrates under meaning of the info perspectives in the	rmation and varied	Demonstrates clear is selecting relevant in varied perspectives texts and communication unambiguously.	formation and from the spoken	Demonstrates thoroug of the implied meanin conclusions within th	ngs or
Some information is candidate has not sh of the <b>general mean</b> spoken texts. The reinconsistent, indicar misunderstanding.	iown understanding ing (gist) of the sponse is logically	Information is largely candidate has showr the general meaning The response is <b>con</b>	n understanding of of the spoken texts.	Information correctly detail from the spoke candidate attempts to implied meanings, ar understanding of sor	en texts. The o communicate nd shows partial	Relevant information a perspectives, with sup selected and expande response shows unde nuance and meanings stated in the spoken to	pporting detail, are dupon. The rstanding of a not obviously
N1	N2	A3	A4	M5	М6	E7	E8
Shows very little understanding and does not convey the general meaning of the spoken texts.	Shows little understanding and does not convey the general meaning of the spoken texts.	Demonstrates some understanding of the spoken texts, and conveys some of the general meaning.	Demonstrates understanding of the spoken texts and conveys the general meaning.	Demonstrates clear understanding and unambiguously communicates some of the meaning by selecting relevant information and varied perspectives from the spoken texts.	Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information and varied perspectives from the spoken texts.	Demonstrates thorough understanding and communicates some of the implied meanings by providing some supporting detail from the spoken texts which justifies conclusions.	Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the spoken texts which fully justifies
NØ No response; no relev	ant evidence.			ienis.	the spoken texts.		conclusions.

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Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of the early history of the kūmara and how it arrived in New Zealand.	Demonstrates understanding of the text, including basic information about the history of the kūmara and how it arrived in New Zealand.	Demonstrates clear understanding of the text, including detailed information about the history of the kūmara and how it arrived in New Zealand.	Demonstrates thorough understanding of the text, including specific detail about the history of the kūmara and how it arrived in New Zealand.
	<ul><li>Kūmara is native to the Americas.</li><li>Kūmara was grown in Peru.</li></ul>	The kūmara is native to the Americas and it was grown by civilisations of Peru.	The Kumara is native to the Americas and it was grown by civilisations of Peru about 8000 years ago.
	<ul> <li>Polynesians went to the coast of South America / south of Chile.</li> <li>They took kūmara to New Zealand.</li> </ul>	<ul> <li>Polynesian navigators went to the south of Chile on the west coast of South America.</li> <li>They traded kūmara and took the kūmara with them when they left</li> </ul>	<ul> <li>Increasingly, more tests suggest that Polynesian navigators arrived in the south of Chile on the west coast of South America and exchanged their chickens for kūmara. Then, they took the kūmara with them when they left.</li> </ul>
	Māori are their descendants.	<ul> <li>The first Māori were descendants of Polynesian navigators and arrived in New Zealand in big canoes or waka.</li> <li>They used the stars to guide them.</li> </ul>	It is thought that the first Māori were descendants of those Polynesian navigators and that they arrived in New Zealand in big canoes or waka, using their knowledge of the stars to guide them

(b) Possible evidence showing understanding of the reasons for the importance of kūmara to Māori.	Identifies basic reasons why the kūmara became important.	Provides detailed information about the importance of the kūmara.	Gives specific detail about the importance of the kūmara, and infers why this detail made the kūmara so important.
	<ul> <li>New Zealand is cold.</li> <li>Their food didn't grow.</li> <li>Kūmara adapted well.</li> </ul>	<ul> <li>New Zealand's climate is cooler than Polynesia, and many of their foods didn't grow well.</li> <li>However, kūmara adapted very well to the climate.</li> </ul>	The climate of New Zealand is a lot colder than the tropical islands of Polynesia, and many of the foods that they brought didn't grow well.     However, kūmara adapted very well to the climate.  Therefore, it became an important source of food.
	<ul><li>Māori had kūmara gardens.</li><li>They cooked them in hāngi.</li></ul>	Māori developed big gardens to cultivate kūmara, and they cooked them in earth ovens called hāngi.	Māori developed big gardens to cultivate kūmara, and they cooked them in earth ovens called hāngi.  They were important, as they could be grown.
	They had a god of kūmara.	<ul> <li>One of the most important Māori gods was god of the kūmara.</li> <li>Rongo / Rongomātāne, was god of the kūmara</li> </ul>	<ul> <li>The kūmara was so important that they had a god for it.</li> <li>One of the most important gods of Māori mythology, Rongo or Rongomātāne, was god of the kūmara.</li> </ul>
	<ul> <li>It is still popular in New Zealand.</li> <li>It is a main hāngi ingredient.</li> <li>The kūmara has been an important part of the Māori diet and culture for a long time.</li> </ul>	It is still popular in New Zealand, and a main ingredient of the hāngi.	<ul> <li>Kūmara was so important and became such a part of their culture that today the kūmara continues to be popular in New Zealand, and it is still a key ingredient in the hāngi.</li> <li>A long time before Christopher Columbus crossed the Atlantic the Polynesian ancestors of Māori had already crossed the Atlantic, and the kūmara had become an indispensable part of their diet and their culture.</li> </ul>

(c) Possible evidence showing understanding of what food, particularly kūmara, can tell us about how different cultures influence each other.	Demonstrates understanding of the text, including basic information about cultures adopting other cultures' food.	Demonstrates clear understanding of the text, including detailed information to show how different cultures influence each other through food.	Demonstrates thorough understanding of the text, including specific detail from the text to infer how different cultures influence each other.
	Food of one culture often becomes part of another culture.	Cultures constantly change as they come into contact with other cultures.	It is doubtful that this was the first time that the food of one culture has integrated so much into another culture. Nor will it be the last. Cultures are constantly mixing and adopting parts of other cultures.
			<ul> <li>Sometimes one culture adopts something so intensely that we think that it has always been a part of their culture.</li> <li>Cultures are constantly changing as they come into contact with other cultures. Food is a big part of culture and can have a profound impact when introduced into a new culture.</li> </ul>
	<ul> <li>Potatoes are from South America, not Ireland.</li> <li>Chocolate is not from Switzerland.</li> <li>Tomatoes are from America, not Italy.</li> <li>Pasta is from China, not Italy.</li> </ul>	<ul> <li>People think potatoes are from Ireland, but they are also from South America.</li> <li>Switzerland is famous for chocolate, but it was a drink of the Aztecs.</li> <li>Italy is known for pasta, pizza, and tomato sauces. However, tomatoes are from Central America and pasta from China.</li> </ul>	Many people associate potatoes with Ireland, but they also come from South America. Switzerland is famous for chocolate, although chocolate was a drink of the Aztecs and comes from Mexico / Central America. Italy is known for pasta, pizza, and tomato sauces. However, tomatoes are originally from Central America and pasta from China.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of the host's attitude towards happiness.	Demonstrates understanding of the text, including basic detail to demonstrate the host's opinion.	Demonstrates clear understanding of the text, including detailed evidence from the text to demonstrate the host's opinion.	Demonstrates thorough understanding of the text, including specific detail to demonstrate the host's opinion, and using this detail to infer her opinion.
	Everyone wants to be happy.	Currently, it seems that all of us are happy, or that we are trying to be happy.	
	<ul> <li>We are obsessed with happiness.</li> <li>Friends' profiles.</li> <li>Self-help books.</li> <li>There is a lot of medication.</li> </ul>	<ul> <li>Our modern culture is obsessed with happiness.</li> <li>Friends' profiles on social networks show happy lives.</li> <li>Self-help books tell us how to find happiness.</li> <li>There is a lot of medication to eliminate negative thoughts.</li> <li>Sadness is strange / weird.</li> </ul>	She thinks our modern culture is obsessed with happiness. We are surrounded by happy people and by information on how to be happy. They train us to believe that sadness is something strange. Friends' profiles on social networks show happy lives, self-help books bombard us with advice about how to find happiness, and the pharmaceutical industry offers us increasingly more medication that will eliminate our negative thoughts.
	<ul> <li>Happiness is not constant.</li> <li>You cannot find happiness.</li> <li>All emotions are important for our well-being.</li> </ul>	<ul> <li>Happiness is not a constant state. It is not something we can find.</li> <li>You have to feel all emotions because each one of them is important for our mental and physical well-being.</li> </ul>	She thinks we need to change the way we view happiness, as true happiness is not a constant state, so we must stop talking about it as if it were something that we could "find". You have to feel all emotions, because each one of them plays an important role in our mental and physical wellbeing.  She thinks that the importance we place on happiness is unhealthy.

(b) Possible evidence showing understanding of the advice the host might give to the caller.	Demonstrate understanding of the text, including basic details to articulate potential advice that the host may give.	Demonstrate clear understanding of the text, and combine detailed information from the host and caller to articulate potential advice the host may give.	Demonstrate thorough understanding of the text, and combine specific detailed information from the host and caller in order to infer possible advice that the host may give.
	Don't try to escape sadness.	Don't try to escape your sadness, and don't try to distract yourself from it with other activities, because it is always there.	She might tell him not to ignore it, because many people spend their lives trying to escape sadness, so we invent numerous activities and distractions in order to not experience it; but in some way, it is always present there. Hence, trying to ignore it could be detrimental to his health.
	<ul> <li>Sadness is important because:</li> <li>It helps us reflect.</li> <li>It helps us learn from errors.</li> <li>It helps us take a break.</li> </ul>	<ul> <li>Sadness is important because:</li> <li>It helps us reflect on life.</li> <li>It helps us learn from our errors and take a break.</li> <li>It helps us not use up energy during a difficult time.</li> </ul>	Sadness is an emotion that indicates a lack of something, it tells us that we have lost something that we considered important. It makes us reflect on our lives. It helps us to learn from our errors, take a break, and not use up the little energy that we have during a difficult period.  Don't worry about the exam, etc (see evidence below), use this time to take a break and reassess, and think about what you could do next.

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- He is an intelligent student and studies a lot.He failed his Biology exam.
  - He needs a good grade to study medicine.
  - His mother wants him to be a doctor.
- He is quite an intelligent student, gets good grades, and studies a lot.
   However, he thinks he failed his Biology exam.
- He is very sad, because he needs a good grade to study medicine at university. His mother wants him to be a doctor.
- He would say that he's quite an intelligent student, he has always got good grades, and he studies a lot. The problem is that he thinks he failed his Biology exam the other day. He is very sad because he needs to get a good grade to be able to study medicine at university. His mother has always wanted him to be a doctor.
- It might be a good time for him to take a step back and reassess what he wants to do. Does he want to be a doctor, or is that only his mother's dream? Maybe that is why he failed the exam.

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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of how technological innovation has affected our consumption of electronic devices.	Demonstrates understanding of the text, including basic reasons for the change in consumption habits of electronic devices.	Demonstrates clear understanding of the text, including detailed reasons for the change in consumption habits of electronic devices.	Demonstrates thorough understanding of the text, including reasons with specific detail, and explaining why these reasons make people change their consumption habits of electronic devices.
	<ul> <li>New innovation.</li> <li>Now it's cheap.</li> <li>Easy to use.</li> </ul>	<ul> <li>Recent technological innovation.</li> <li>Technology was expensive and complex.</li> <li>It is now cheap and easy to use in everyday life.</li> </ul>	Technological innovation in recent decades has made it possible that technologies that were originally expensive, complex, and for a certain market, are today cheap, simple, and easily usable in daily life. Because of this, people are not as concerned with making their device last for as long, because they will be able to get a new and better one for little money. Hence, they buy new ones more often, and throw away their old ones.
	<ul> <li>Development.</li> <li>Consumerism.</li> <li>New models coming out.</li> <li>Cheaper devices.</li> </ul>	<ul> <li>Constant technological development linked to consumerism.</li> <li>Devices become obsolete faster due to: <ul> <li>New models coming out.</li> <li>More accessibility due to lower prices.</li> <li>People wanting the latest thing.</li> </ul> </li> </ul>	This constant technological development, linked to consumerism, has a terrible consequence. New functionalities and models of devices, greater accessibility through the decrease in prices, and the constant offer of "the latest thing" make these electronic products become obsolete increasingly faster. People constantly want to update their technology, so throw away their old technology.

(b) Possible evidence showing understanding of whether the consumers, the manufacturers, or both are to blame.	Demonstrates understanding of the text, including basic detail to justify answer. Identifies basic reasons to justify the role that both play.	Demonstrates clear understanding of the text, including detail to justify answer. Expands on the role that both play.	Demonstrates thorough understanding of the text, including comparing and contrasting both sides of the argument by using specific detail.
	It is the fault of the consumers because:	It is the fault of the consumers because:  They throw away products in perfect condition.	It is the fault of the consumers because:
	Young people today always want the latest technology, and they compete to see who has the latest phone.	Society has a consumerist mentality.	The problem is with the consumerist mentality that our society has. Young people today always want the latest technologies, and they compete amongst themselves to see who has, for example, the newest phone.
			<ul> <li>Although manufacturers prepare products to stop working after a time, they would not do this if there was not a demand from the consumer for the next best thing.</li> </ul>
			Although manufacturers continuously bombard us with publicity, this is a reality of the world we live in, and consumers need to make better choices.
			<ul> <li>Manufacturers wouldn't produce such products if there was no demand for them.</li> </ul>

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	It is the fault of the manufacturers because:	It is the fault of the manufacturers because:	It is the fault of the manufacturers because:
•	<ul> <li>Their products stop working after a while.</li> </ul>	<ul> <li>They prepare their products so they stop working after a time, and you have to buy a new one.</li> </ul>	They prepare their products so they stop working after a time, and in this way, you have to buy a new one.
	They bombard us with publicity.	There are frequently compatibility problems, and they continuously bombard us with publicity.	Although society today has a consumerist mentality – young people always want the latest technologies and they compete amongst themselves to see who has, for example, the newest phone – this "want" is created by manufacturers who make consumers think that they need the next best thing.

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## **Cut Scores**

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 14	15 – 19	20 – 24