

Assessment Schedule – 2023

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information and varied perspectives in the texts.</p> <p>Responses as a whole show an understanding of the general meaning (gist) of the texts.</p>	<p><i>Demonstrating clear understanding</i> involves selecting relevant information and varied perspectives from the texts and communicating them unambiguously.</p> <p>Responses as a whole show a clear understanding of the content of the texts. Information is selected and connected to provide responses supported by relevant detailed examples from the texts.</p>	<p><i>Demonstrating thorough understanding</i> involves expanding on relevant information and varied perspectives, and communicating meanings or conclusions implied within the texts.</p> <p>Responses as a whole show a comprehensive understanding of the content and underlying meaning of the texts, including nuance and meanings not obviously stated in the texts.</p>

Evidence

N1	N2	A3	A4	M5	M6	E7	E8
Shows very little understanding and does not communicate the general meaning of the text.	Shows little understanding and does not communicate the general meaning of the text.	Demonstrates some understanding and communicates some of the general meaning of the text.	Demonstrates understanding and communicates the general meaning of the text.	Demonstrates clear understanding and unambiguously communicates some of the meaning by selecting and using relevant supporting detail from the text.	Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting and using relevant supporting detail from the text.	Demonstrates thorough understanding and communicates some of the implied meanings by providing supporting detail from the text to justify conclusions.	Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the text to fully justify conclusions.

N0 = No response; no relevant evidence.

Cut Scores

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

Sample Evidence

What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.

Assessment judgments are based on the level of understanding shown, rather than knowledge of individual lexical items.

Quoting or direct translation alone are not sufficient evidence that the candidate understands the meaning of the text **clearly** or **thoroughly**.

The overall grade for a question must be judged after considering how much of the text as a whole has been understood, and to what depth. Refer to the Evidence statements on page 1.

Question One

	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>The change is led by young, bilingual singers who <u>reflect their cultural identity through their music</u>. Their music differs from earlier music, where <u>Spanish-speaking artists had to sing in English to achieve international success</u>.</p> <p>Bad Bunny has gained international success by releasing music via social media <u>instead of waiting for radio stations to play his music</u>. This is indicative of a shift in the way music is marketed and shared. Many artists release music this way. Because of social media, international audiences are exposed to a variety of music, including <u>music from different cultures, languages, and genres</u>.</p> <p>The change is driven by singers who want to express themselves on their own terms and in their own language. These artists release music independently, and do not try to fit the English-speaking mould. This is challenging the English-language norms of international music and making Spanish music more popular (and thus, accessible).</p>	Evidence showing an understanding of how the music scene has changed and what has driven it.	<p>Evidence, including detailed explanations and examples, demonstrating a clear understanding of how the music scene has changed and what has driven it.</p> <p>Response includes <u>underlined</u>-type evidence.</p>	<p>Evidence demonstrating a thorough understanding of the connections between how the music scene has changed and what has driven it.</p> <p>Response includes bold-type evidence.</p>
(b)	<p><i>Negative reaction:</i></p> <p>A caller's friend said he didn't want to listen to music if he couldn't understand the lyrics / message. <u>He preferred songs that reflect his culture and genres that are familiar to him</u>. Furthermore, he complained that music <u>not found on mainstream media</u> is of a lower quality. He said he does not trust social media. His argument carries little weight because <u>oftentimes social media influences what ends up on mainstream media</u>. Some people are just intolerant of other cultures.</p> <p><i>Positive reaction:</i></p> <p>The radio host started studying Spanish in New Zealand because of their love of Latin music. Listening to music in other languages helps people to learn about other cultures (and sometimes to learn languages, too). We all like what we are familiar with, <u>not only those who belong to the dominant culture</u>. Music reflects culture and language, and people want to see themselves in the music they create and listen to. Changes in the music industry reflect the need for diversity in mainstream media. It should not only be members of the dominant culture that see themselves represented in popular music. The more people are exposed to different types of music, the more popular and normalised they will become.</p>	Evidence showing an understanding of how people have reacted to the change.	<p>Evidence, including detailed explanations and examples, demonstrating a clear understanding of how people have reacted to the change.</p> <p>Response includes <u>underlined</u>-type evidence.</p>	<p>Evidence demonstrating a thorough understanding of how people have reacted to the change.</p> <p>Response includes bold-type evidence.</p>

Question Two

Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p>People upload photos of their travels to social media, but sometimes these can be a false representation of their experiences. There is a lot of social pressure to upload the best holiday pictures and impress others. Although in the photos it can seem that the person is alone, in reality the place is full of people. Sometimes <u>the person who appears in a bathing suit in a photo was in a coat only 10 minutes before because it was colder in real life than it appeared in the photo.</u> This creates the illusion that the perfect trip exists, when what is interesting is the adventure. <u>It allows influencers to project a carefully curated image of themselves.</u> By appearing as if they are alone in the photo, influencers can convince their audiences that they have discovered an exclusive place. The contradiction is that at the same time, they need the validation of being in the same destination that others have gone to before, and taking a similar shot. Social media is the ideal tool for this.</p> <p>One of the consequences is <u>that the more people travel to a tourist hotspot and publish photos, the more people will be influenced to visit the same place themselves,</u> which has negative effects on the environment (mass tourism can destroy nature). Additionally, some remote towns do not have the necessary infrastructure to accommodate so many tourists. This creates a destructive cycle because the unrealistic portrayal of a destination creates unrealistic expectations of what travelling is about.</p>	<p>Evidence showing understanding of the issues highlighted by Natacha's project.</p> <p>Responses might include discussion on the effects of tourism, social media, and environmental concerns.</p>	<p>Evidence, including detailed explanations and examples, demonstrating a clear understanding of the issues highlighted by Natacha's project.</p> <p>Response includes <u>underlined</u>-type evidence.</p>	<p>Evidence, including detailed justifications and examples, demonstrating a thorough understanding of the issues highlighted by Natacha's project.</p> <p>Response includes bold-type evidence.</p>

Question Three

	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>There are many potential reasons, although it is not clear why. Perhaps it is that there are fewer people living in the countryside, <u>and bullfighting is an activity of rural origin</u>. It may be due to the current strong sentiment against cruelty to animals.</p> <p>Perhaps because bullfighting is understood to be a national symbol, <u>inhabitants of regions seeking independence dislike it</u>. In some cities it is even prohibited. <u>The pandemic hasn't helped either</u>, given that for a long time many events had to be cancelled, and ticket prices became too expensive.</p>	Evidence showing understanding of some of the main reasons for the decline in popularity for bullfighting.	<p>Evidence, including detailed explanations and examples, demonstrating a clear understanding of the main reasons for the decline in popularity for bullfighting.</p> <p>Response includes <u>underlined</u>-type evidence.</p>	<p>Evidence demonstrating a thorough understanding of the reasons for the decline in popularity for bullfighting.</p> <p>Response includes bold-type evidence.</p>
(b)	<p>The speaker is in favour of repurposing the bullrings, although it may not be possible when many of the buildings are in a state of such bad disrepair. Also, the councils may not have the money to repurpose the bullrings. The obvious answer is to remove them because they are no longer needed and build something else, as they are located in privileged places in the cities. Some have not been used for a long time and are in poor condition, <u>they would cost too much to repair</u>. They could be sold to private companies to <u>generate money for the council</u>.</p> <p>It is undeniable that bullrings are a part of Spanish history. <u>Destroying them may be a way of creating cancel culture</u>. It is preferable to have something <u>tangible that reminds the public of how much society has evolved</u>. It is <u>much better to learn from the past and demonstrate how values have changed and people have reinvented themselves than to deny history</u>. Bullrings could be converted into museums or libraries (or other venues for public use). Getting rid of the buildings would not allow the public to face up to its history. While it makes sense economically to get rid of them, it would be a missed opportunity. Councils may choose not to repair or repurpose them because it would be too expensive, and they could make money out of selling them. It is a question of priorities, do they value money over history?</p>	Evidence showing understanding of the speaker's thoughts on the possible futures for bullfighting rings.	<p>Evidence, including detailed explanations and examples, demonstrating a clear understanding of the speaker's thoughts on the possible futures for bullfighting rings.</p> <p>Response includes <u>underlined</u>-type evidence.</p>	<p>Evidence demonstrating a thorough understanding of the speaker's thoughts on the possible futures for bullfighting rings, including their reasoning and reservations.</p> <p>Response includes bold-type evidence.</p>