

Assessment Schedule – 2022

Spanish: Demonstrate understanding of a variety of written and / or visual Spanish texts(s) on familiar matters (91151)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information, ideas, and /or opinions 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, ideas, and /or opinions 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, ideas, and /or opinions, with supporting detail, to show understanding of the 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.

Cut Scores

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

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 above.

Question One:

Sample evidence		Achievement	Achievement with Merit	Achievement with Excellence
(a)	<ul style="list-style-type: none"> Students may have a better idea of what they really want to study. They can explore personal interests. It's an opportunity to gain new skills. It looks good on a CV. They would be rested <u>because they would have had a break after 13 years of study</u>. 	Describes what the advantages are for taking a gap year before starting tertiary education.	Describes what the advantages are for taking a gap year before starting tertiary education. Clear understanding, making links, <u>underlined</u> -type evidence.	
(b)	<ul style="list-style-type: none"> <u>You might be more inclined to persevere at study after a gap year. Many go straight to university directly after secondary. They might be sick of studying after 13 years and not know what to do.</u> <u>On a gap year you will have the opportunity to think about what you really want to study.</u> <u>It's hard to choose exactly what you want when leaving secondary school. On a gap year you can explore personal interests.</u> <u>You can develop valuable life skills such as tolerance, independence, empathy, and language skills, which look good on your CV.</u> Those who take a gap year would be refreshed and eager to study again, whereas those who don't take a gap year may not be as motivated. Those who take a gap year may have the chance to try out things that they might like to study and therefore be more certain of their study options, whereas those who haven't may waste time deciding exactly what they want to do while at university. 	Compares the advantages with someone who has gone directly to tertiary study after finishing school.	Compares the advantages with someone who has gone directly to tertiary study after finishing school. Clear understanding, making links, <u>underlined</u> -type evidence.	Compares the advantages with someone who has gone directly to tertiary study after finishing school. Comprehensive understanding, may infer, bold -type evidence.

<ul style="list-style-type: none"> • Those who take a gap year build resilience and life skills to be able to cope with a range of new situations when they go to university, i.e. be more comfortable meeting new people at university, leaving home, or studying in different disciplines. • A person who goes straight into study without taking a gap year may find they have missed out on an opportunity to reflect on what they truly want to do with their future. They will not have had the opportunity to understand more thoroughly their strengths and weaknesses compared to someone who has taken the gap year and been exposed to a range of new life experiences. 			<p>Compares the advantages with someone who has gone directly to tertiary study after finishing school.</p> <p>Comprehensive understanding, may infer, bold-type evidence.</p>
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Question Two:

Sample evidence		Achievement	Achievement with Merit	Achievement with Excellence
(a)	<ul style="list-style-type: none"> • Taking part in sport gives you more energy. • It can be pleasurable or fun. • You may have a better quality of life. • It helps you stay healthy. • <u>You learn important skills like discipline and effort, and it can stimulate competitiveness.</u> • <u>There are health benefits from participation in sport: it alleviates stress and ensures better sleep and mental health.</u> • There are lots of advantages to be gained by young people playing group sport: they can develop leadership, learn the importance of working in a team, and in general better themselves. 	Identifies why it is important for young people to participate in sport.	Identifies why it is important for young people to participate in sport. Clear understanding, making links, <u>underlined</u> -type evidence.	Identifies why it is important for young people to participate in sport. Comprehensive understanding, may infer, bold -type evidence.
(b)	<ul style="list-style-type: none"> • Young people might be doing exercise online, e.g. using Zwift, a biking app, online gyms, or yoga. • <u>There may be fewer young people between the ages of 13 and 16 playing team sports as this is already a trend.</u> • <u>Young people might be playing more sedentary games on their phones, rather than physical activity socially or competitively.</u> • The impact of this trend may be positive or negative. Sport might have a more technological focus with more individual control over when and where exercise takes place rather than relying on a specific time for team sport training, i.e. there is potential to combine physical activity with apps and fitness platforms that can be tailored to the individual. 	Discusses how changes in sport will affect young people in the future.	Discusses how changes in sport will affect young people in the future. Clear understanding, making links, <u>underlined</u> -type evidence.	Discusses how changes in sport will affect young people in the future. Comprehensive understanding, may infer, bold -type evidence.

	<ul style="list-style-type: none"> • Young people may lose the chance to have a sense of leadership or the competitive team spirit, which is hard to achieve online. Also, they miss out on the benefits of being in the outdoors and fresh air (implied). • Alternatively, the use of technology could result in those young people who are hesitant to take part in team sports engaging in a physical activity in where they normally wouldn't. 			
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Question Three:

Sample evidence		Achievement	Achievement with Merit	Achievement with Excellence
(a)	<ul style="list-style-type: none"> • Andrés is a 16-year-old boy. • He is from Venezuela. • Andrés has made a business out of jandals. • He lives with his mother, brother, and grandfather. <u>His grandfather passed on his craft skills to him.</u> 	Describes André's life in Venezuela.	Describes André's life in Venezuela. Clear understanding, making links, <u>underlined</u> -type evidence.	
(b)	<p>He is successful because:</p> <ul style="list-style-type: none"> • <u>He has become popular as there is a lot of interest within his own community as well as online.</u> • <u>Interest has also spread to other cities beyond Bolivar, such as Caracas or Valencia.</u> • <u>His business has enabled the family to make money in a tough economic environment.</u> • <u>He reuses resources, which would otherwise be rubbish.</u> • It has provided Andrés with options for his future and his family, which he otherwise may not have had in the environment where he lives. He now has plans to get better equipment and expand his business and own his own studio. • Another reason he is successful is he helps others in need by donating to the community and giving hope to others in similar circumstances. 	Explains why Andrés is successful in his jandal business.	Explains why Andrés is successful in his jandal business. Clear understanding, making links, <u>underlined</u> -type evidence.	Explains why Andrés is successful in his jandal business. Comprehensive understanding, may infer, bold -type evidence.