

Assessment Schedule – 2011

Spanish: Demonstrate understanding of a variety of spoken Spanish texts on areas of most immediate relevance (90908)

Evidence Statement

Question One							
Not Achieved		Achieved		Merit		Excellence	
Shows no or limited understanding of the text		Shows understanding /is able to make meaning of the text		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously		Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text	
Has some lexical information correct but has not understood the gist of the text or is logically inconsistent, indicating misunderstanding of the gist of the text.		Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		Has developed an answer that shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information	Little valid information	Identification of a problem or solution	Identification of problems or solutions	Clear statement of a problem or solution with qualifying detail	Clear statement of problems or solutions with qualifying detail	Clear statement of problem or solution linked to a consequence or explanation	Clear statement of problems or solutions linked to consequences or explanations

Specific evidence <i>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Candidates were assessed on their level of understanding of the text rather than knowledge of individual lexical items.</i>	For example <i>These examples are typical for candidates at the score indicated; however, they are not full responses and are intended to be indicative rather than prescriptive.</i>
<p>1. She will be home late tonight, about 7 o'clock, because she is catching the 5.30 train and is bringing Maria. Asking if the person can prepare dinner. Everything they need is in the fridge. For daughter or partner because they obviously live in the same house.</p> <p>2. She can't go shopping with the person today because Ana's had an accident and has been in hospital all morning. They could go shopping another day /on Thursday instead, if that is OK. Friend or sister – you would probably not have to arrange shopping with your daughter or partner by phone.</p> <p>3. She can't go to the person's birthday dinner on Friday because she will be in Argentina on a work trip. She'll see you another time soon because she says "See you soon" Friend or sister – partner or daughter would probably already know you were going away.</p> <p>4. She wants to go to a film next Saturday. People say it is very good. For the person to ring or send a message/text if they are keen and she will get the tickets. Friend or sister – she would not have to arrange this by phone with partner or daughter.</p>	<p>N1 – (Single words or invalid information or vague information unrelated to specifics of the text) eg "Coming home, not shopping"</p> <p>N2 – (Poor answer that doesn't show understanding and/or information inconsistent with or unrelated to text /very little detail) eg "Not going out for dinner, likes the movies and texting"</p> <p>A3 – (Some information correct but long answer poor and inconsistent with text, indicating a basic understanding of the text as a whole but poor grasp of detailed information) eg "Home late, wants to see a film".</p> <p>A4 – (Information correct but details inconsistent and explanation poor, showing a better grasp of the text than A3 but does not go beyond Achievement level in detail or explanation) eg "Get in touch about the tickets, make dinner tonight"</p> <p>M5 – (Descriptive) eg "She will be home late tonight"</p> <p>M6 – (Descriptive with more detail) eg "They can't go shopping today, she wants to go to the movies next Saturday"</p> <p>E7 – (Justification) eg "Message is for friend or daughter"</p> <p>E8 – (Full justification) eg "Message is for friend or daughter as they obviously live in the same house", "because she is asking her to prepare dinner"</p>

N Ø No response or no valid evidence

Question Two							
Not Achieved		Achieved		Merit		Excellence	
Shows no or limited understanding of the text		Shows understanding /is able to make meaning of the text		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously		Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text	
Has some lexical information correct but has not understood the gist of the text or is logically inconsistent, indicating misunderstanding of the gist of the text		Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		Has developed an answer that shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
N1 Very little valid information	N2 Little valid information	A3 Identification of either the writer's or the friends' feelings with some explanation	A4 Identification of elements of both the writer's and the friends' feelings, with some explanation, or both explanations and either party's feelings	M5 Clear statement of two elements of the question	M6 Clear statement of three elements of the question	E7 Clear statement of three elements of the question showing thorough understanding of one element	E8 Clear statement of all elements of the question showing thorough understanding of two or more elements

Specific evidence <i>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Candidates were assessed on their level of understanding of the text rather than knowledge of individual lexical items.</i>	For example <i>These examples are typical for candidates at the score indicated; however, they are not full responses and are intended to be indicative rather than prescriptive.</i>
<p><i>The writer felt:</i> Happy about a great day out that was fun and exciting but a bit scary. <i>Because:</i> She went to the beach swimming with friends. In the morning, it was sunny with a calm sea. In the afternoon, they went out on a boat. It got rough, and she was scared. She likes to have a break from routine.</p> <p><i>Friends felt:</i> Very scared, they couldn't wait to get back to land. <i>Because:</i> On the boat a strong wind started to blow and it was difficult returning. The boat was moving around a lot/the sea was rough and they had never been on a boat before.</p>	N1 – (Single words or invalid information or vague information unrelated to specifics of the text) eg “Happy, beach”
	N2 – (Poor answer that doesn't show understanding and/or information inconsistent with or unrelated to text/ very little detail) eg “Likes the beach in the morning”
	A3 – (Some information correct but long answer poor and inconsistent with text, indicating a basic understanding of the text as a whole but poor grasp of detailed information) eg “She went to the beach”
	A4 – (Information correct but details inconsistent and explanation poor, showing a better grasp of the text than A3 but does not go beyond Achievement level in detail or explanation) eg “There was a strong wind on the boat”
	M5 – (Descriptive) eg “Great day out that was fun”
	M6 – (Descriptive with more detail) eg “The boat was moving around a lot because of the strong wind”
	E7 – (Justification) eg “An exciting day”
E8 – (Full justification) eg “An exciting day because she likes to have a break from routine, but it was a bit scary”	

N Ø No response or no valid evidence

Question Three							
Not Achieved		Achieved		Merit		Excellence	
Shows no or limited understanding of the text		Shows understanding /is able to make meaning of the text		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously		Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text	
Has some lexical information correct but has not understood the gist of the text or is logically inconsistent, indicating misunderstanding of the gist of the text.		Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		Has developed an answer that shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information	Little valid information	Is able to identify a suitable person for a job with a correct reason	Is able to identify suitable people for jobs with a correct reason	Is able to identify suitable people for jobs with correct reasons, one clearly stated	Is able to identify suitable people for jobs with two clearly stated reasons	Is able to identify suitable people for jobs with clearly stated reasons, one showing thorough understanding of link between all relevant personal qualities and the job	Is able to identify suitable people for jobs with clearly stated reasons showing thorough understanding of link between all relevant personal qualities and the job

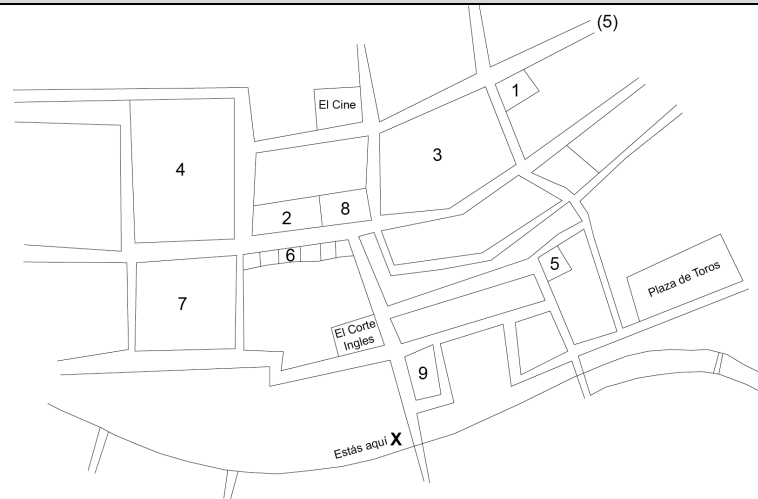
Specific evidence <i>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Candidates were assessed on their level of understanding of the text rather than knowledge of individual lexical items.</i>	For example <i>These examples are typical for candidates at the score indicated; however, they are not full responses and are intended to be indicative rather than prescriptive.</i>
<i>Art teacher:</i> Laura – She loves children aged 5-10, is very creative and quite patient, important for an art teacher.	N1 – (Single words or invalid information or vague information unrelated to specifics of the text) eg “Laura”
<i>Fashion assistant:</i> Maria – She loves fashion and she can draw well which could be useful for design.	N2 – (Poor answer that doesn’t show understanding and/or information inconsistent with or unrelated to text/very little detail) eg “Maria and Clara”
Clara – She has always done her sisters’ and classmates’ hair so could work with models.	A3 – (Some information correct but long answer poor and inconsistent with text, indicating a basic understanding of the text as a whole but poor grasp of detailed information) eg “Laura is very creative”
<i>Tour guide:</i> Paco – He likes travel and wants to organise trips for others to places he’s been.	A4 – (Information correct but details inconsistent and explanation poor, showing a better grasp of the text than A3 but does not go beyond Achievement level in detail or explanation) eg “Paco likes to travel, and Tomas speaks 3 languages”
Thomas – He speaks three languages and is patient and gets on well with people. His interest in working in a hotel reception suggests a liking for the tourism industry.	M5 – (Descriptive) eg “She loves children aged 5–10.”
	M6 – (Descriptive with more detail) eg “She loves fashion/she has always done her sisters’ and classmates’ hair”
	E7 – (Justification) eg “She has always done her sisters’ and classmates’ hair so could work with models.”
	E8 – (Full justification) eg “He speaks three languages and is patient and gets on well with people. His interest in working in a hotel reception suggests a liking for the tourism industry.”

N Ø No response or no valid evidence

Question Four							
Not Achieved		Achieved		Merit		Excellence	
Shows no or limited understanding of the text		Shows understanding /is able to make meaning of the text		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously		Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text	
Has some lexical information correct but has not understood the gist of the text or is logically inconsistent, indicating misunderstanding of the gist of the text.		Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		Has developed an answer that shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
N1 Identifies one place on the map correctly	N2 Identifies two places on the map correctly	A3 Identifies three places on the map correctly	A4 Identifies four places on the map correctly	M5 Identifies five places on the map correctly including two of: <ul style="list-style-type: none"> • hotel • café • plaza mayor • shops 	M6 Identifies five places on the map correctly including: <ul style="list-style-type: none"> • hotel • café • plaza mayor 	E7 Identifies five places on the map correctly including two of: <ul style="list-style-type: none"> • botanic gardens • university • cathedral 	E8 Identifies five places on the map correctly including: <ul style="list-style-type: none"> • botanic gardens • university • cathedral

Specific evidence

This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Candidates were assessed on their level of understanding of the text rather than knowledge of individual lexical items.



N Ø No response or no valid evidence

Judgement Statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 11	12 – 18	19 – 24	25 – 32