

Assessment Schedule – 2011

Spanish: Demonstrate understanding of a variety of Spanish texts on areas of most immediate relevance (90911)

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>More beautiful than she imagined. Went there to learn Spanish, but speaks more Catalan now. Yesterday, some famous monuments were closed for renovations /work. Went to a beautiful town near Barcelona and swam and sunbathed at nice beach so day was fun after all.</p> | N1 – (Single words or invalid information or vague information unrelated to specifics of the text) eg “Pretty, likes swimming” |
| | N2 – (Poor answer that doesn't show understanding and/or information inconsistent with or unrelated to text/ very little detail) eg “Saw the monuments in Barcelona”, “Went to learn <i>Castellano</i> ” |
| | 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 “As beautiful as she thought” |
| | 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 “More beautiful than she imagined it would be” |
| | M5 – (Descriptive) eg “Went to learn Spanish” |
| | M6 – (Descriptive with more detail) eg “Went to learn Spanish, but now speaks more Catalan” |
| | E7 – (Justification) eg “Yesterday, some famous monuments were closed for renovations” |
| | E8 – (Full justification) eg “Yesterday, some famous monuments were closed for renovations, but the day was fun anyway because of the alternative plans” |

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 some cities and activities | A4 Identification of cities and activities in each city | M5 Explains choice of city and activity | M6 Explains choice of cities and activities | E7 Supports choice of city / activity pair with relevant information from the text | E8 Supports choice of city / activity pairs with relevant information from the text |

| Specific evidence | For example |
|--|---|
| <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> | <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>Madrid – walk in Retiro Park Malaga – Swim in sea and walk along beach. Seville – So much to do. Water park Valencia – Sailing</p> <p><i>Art / Art History:</i> Madrid – Art galleries Barcelona – Sagrada Familia Malaga – Picasso museum and Picasso was born in Malaga. Seville – Cathedral, with tomb of Christopher Columbus. Alcazar Palace with Arab influences.</p> <p>Christopher Columbus was born in Italy, not Spain.</p> | N1 – (Single words or invalid information or vague information unrelated to specifics of the text) eg “Madrid and Malaga” |
| | N2 – (Poor answer that doesn’t show understanding and / or information inconsistent with or unrelated to text / very little detail) eg “Retiro Park is in Madrid” |
| | 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 “You can walk in Retiro Park” |
| | 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 “You can walk in Retiro Park and visit the Cathedral in Seville” |
| | M5 – (Descriptive) eg “You can do sailing in Valencia” |
| | M6 – (Descriptive with more detail) eg “The Picasso museum is in Malaga because Picasso was born there” |
| | E7 – (Justification) eg “The tomb of Christopher Columbus is in the Cathedral in Seville” |
| | E8 – (Full justification) eg “The tomb of Christopher Columbus is in the Cathedral in Seville, but he was born in Italy, not Spain” |

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 | Identified some key points but tended to translate rather than write the article | Identified many key points but tended to translate rather than write the article | Summarises some of the events clearly | Summarises many of the events clearly | Summary of events described with clear understanding of why Paco changed his mind | Clear and full summary of events described with clear understanding of why Paco changed his mind |

| Specific evidence | For example |
|--|--|
| <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> | <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>Paco thought staying with his grandparents would be boring. He was not used to working outside all the time and not having much time on the computer or listening to music. He was dreading not being able to text friends. In the end, he enjoyed the change and the activities and interaction and wanted to stay longer.</p> <p><i>Key points:</i></p> <p>More time outside. Less time on computer and listening to music. Mobile not working there. Chores, even in the kitchen. Watch just news, no soap operas. Clean windows in morning and shopping with Gran in afternoon to carry heavy bags. Heard stories of Gran's childhood. No time for Facebook. Building new garage with grandpa as other one was old. Neighbours came to help. Gran cooked for them all. Told funny stories about grandparents and mum. A lot of laughter. Tomorrow painting with granddad. Fishing to relax – had fun. Wish his dad could go fishing with him. Grandparents need more help from a youngster so will ask to stay three weeks longer before school starts.</p> | N1 – (Single words or invalid information or vague information unrelated to specifics of the text) eg “At grandparents house” |
| | N2 – (Poor answer that doesn't show understanding and/or information inconsistent with or unrelated to text/very little detail) eg “He changed his title because the original title was boring” |
| | 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 “Tomorrow, I have to go to my grandparents' house” |
| | 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 “My mobile does not work here, and I have no time for Facebook” |
| | M5 – (Descriptive) eg “Neighbours came to help” |
| | M6 – (Descriptive with more detail) eg “Neighbours came to help and told funny stories about grandparents and mum” |
| | E7 – (Justification) eg “In the end, he enjoyed the change and the activities and interaction and wanted to stay longer” |
| | E8 – (Full justification) eg “Paco thought staying with his grandparents would be boring. He was not used to working outside all the time and not having much time on the computer or listening to music. He was dreading not being able to text friends. In the end, he enjoyed the change and the activities and interaction and wanted to stay longer.” |

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 | N2 | A3 | A4 | M5 | M6 | E7 | E8 |
| Very little valid information | Little valid information | Is able to identify correct order | Is able to identify correct order with basic reason | Is able to identify correct order with limited explanation for choice | Is able to identify correct order with some explanation for choice | Is able to identify correct order with good explanation for choices | Is able to identify correct order with full explanation for choices |

| 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> |
|--|--|
| D – Singing national anthem, tidy room, walk to school. F – Reading, writing. C – Interval playing A – Art project or finish work. E – Washing clothes, and hanging them out to dry/washing dishes, looking after sheep on farm. | N1 – (Single words or invalid information or vague information unrelated to specifics of the text) eg “ABC” |
| | N2 – (Poor answer that doesn’t show understanding and/or information inconsistent with or unrelated to text/very little detail) eg “ABCDEF” |
| | A3 – (Some table 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 “D Sing national anthem” |
| | A4 – (Table 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 “D Sing national anthem and C play at school” |
| | M5 – (Descriptive) eg “D as they sing national anthem, tidy room, and walk to school” |
| | M6 – (Descriptive with more detail) eg “D as they sing national anthem, tidy room, and walk to school so is D” |
| | E7 – (Justification) eg “It says that she washes clothes and hangs them out to dry, and picture E shows this happening”. |
| | E8 – (Full justification) eg “It says that she washes clothes and hangs them out to dry, and picture E shows this happening. It can’t be any other picture as she mentions sheep and the others don’t have sheep”. |

N Ø No response or no valid evidence

Judgement Statement

| | Not Achieved | Achievement | Achievement with Merit | Achievement with Excellence |
|--------------------|--------------|-------------|------------------------|-----------------------------|
| Score range | 0 – 8 | 9 – 16 | 17 – 24 | 25 – 32 |