

Assessment Schedule – 2013

Spanish: Demonstrate understanding of a variety of extended written and/or visual Spanish text(s) (91571)

Evidence Statement

Question One: Describe las ventajas de ser adulto tal y como se dice en el texto ¿Cómo crees que el autor describiría a sus padres? Usa información del texto para justificar tu descripción							
Not Achieved		Achievement		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 which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade Score Descriptors							
N1 Very little valid information	N2 Little valid information	A3 Some valid information	A4 A range of valid information about the advantages of being an adult and how do you think the author would describe her parents	M5 Explanation about the advantages of being an adult and how do you think the author would describe her parents, supported by information from the text	M6 Full explanation about the advantages of being an adult and how do you think the author would describe her parents, supported by information from the text	E7 A justified about the advantages of being an adult and how do you think the author would describe her parents, supported by detailed or implied information from the text which demonstrates thorough understanding	E8 A fully justified answer about the advantages of being an adult and how do you think the author would describe her parents, supported by detailed or implied information from the text demonstrates thorough understanding

Specific evidence <i>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.</i>	For example <i>These examples are typical of candidates at the score indicated; however, they are <u>not full responses</u>, and are intended to be indicative rather than prescriptive.</i>
When one is an adult, you have stability, a salary so you can do things, a partner so you don't have to worry about always having to be well-groomed just in case to meet someone, so you can relax because you know you are with the person you want to spend the rest of your life with.	N1 – adults have money
There are no worries regarding the choices of what you want to study or have as a profession because you already have done that.	N2 – adults have stability, she thinks that her parents are boring
You don't have the peer pressure that young people have nowadays; in fact, if you are an adult, you never did worry about wider groups of friends to the point we do these days.	A3 – Adults have a partner, a salary and a career established. She would describe her parents as not being up to date with technology.
Adults also don't have to live with the pressure of having to be connected at all times and depend on technology to have a social life.	A4 – Adults can make good decisions, are established in terms of their career, and have a partner. Her parents do not understand her and her need for technology.
	M5 – As an adult, you can make the right decisions, you have a partner, so don't have to look out for one, there are money and a career and there is no pressure to be connected all the time. The parents do not understand her, but they think they do and what do they want her to put on her

<p>Adults are in a better position to have mature idea and make the right decisions. In summary, they have a much easier life than we do, without the pressures and stresses that young people have to suffer.</p> <p>The writer would probably describe her parents as old because they don't understand what being a young person really means. They seem to think that they do understand, as they might have had similar problems when younger but that is just not true. They are also full of unreal expectations since they want young people to make good decisions, which is not possible. They might be described antiquated /old fashioned as they don't understand basic things like how Facebook works and what technology is about. They are also out of touch in regards to how young people communicate nowadays and their need to be connected 24/7.</p>	<p>Facebook page?</p> <p>M6 – Adults have got it all sorted, they have a salary to buy things and they have a partner and a career already established. There is no pressure to connect with lots of people, only their group of friends.</p> <p>E7 – Adults are in a better position to make good decisions as they have had the time to trial and error, they have a partner so there is no need to always look sharp just in case you meet the person of your dreams, they have already established themselves in a career path and they do not have the pressure to be socially connected all the time.</p> <p>E8 – She would describe her parents as people that are out of touch with today's generation as they do not understand how young people communicate and their need for technology and social media. Their obsession with making the right decision all the time, would make them unrealistic and unaware that young people need to make their own mistakes to learn from them.</p>
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N Ø No response or no valid evidence

Question Two: Describe TRES retos a los que los jóvenes se enfrentan hoy en día según el autor del texto.							
Not Achieved		Achievement		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 which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade Score Descriptors							
N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information	Little valid information	Some valid information	A range of valid information about challenges young people face nowadays	Explanation about challenges young people face nowadays supported by information from the text	Full explanation about challenges young people face nowadays supported by information from the text	A justified answer about challenges young people face nowadays supported by detailed or implied information from the text which demonstrates thorough understanding	A fully justified answer about challenges young people face nowadays supported by detailed or implied information from the text demonstrates thorough understanding
Specific evidence				For example			
This is <u>not a complete list of all acceptable responses</u> , nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.				These examples are typical of candidates at the score indicated; however, they are <u>not full responses</u> , and are intended to be indicative rather than prescriptive.			
<p>Reto: Peer pressure.</p> <p>Explanation: We are under enormous pressure because we don't have to be in good terms with just people around us but with the whole world. We need to be in touch at all times with our friends because not doing that will mean that we are not part of the social scene any more and we could loose our friends. Our group of friends consists of not only a certain group but the entire world.</p> <p>Reto: Keep in up with the social demands and social media e.g.: Facebook</p> <p>Explanation: With technology we are under exposure 24/7 with people watching what we do even when we are not there. There is a need to be connected all the time, otherwise it's easy to commit what is known as 'social suicide'.</p> <p>Reto: Lack of stability/future decisions/uncertainty</p> <p>Explanation: Because of the time in which we are in our lives, we have not established anything that will bring us stability, i.e., having a partner or a career or a job that will bring us a salary to get on with our lives.</p> <p>Reto: Impossible to be young and have mature ideas</p> <p>Explanation: Adults are obsessed with the idea of maturity. It is impossible for young people to make good decisions, as to be young is to make mistakes and learn from them.</p>				<p>N1 – technology, money</p> <p>N2 – social media, having to look good all the time</p> <p>A3 – not knowing what to do in the future, or what career to have or if they will find a partner</p> <p>A4 – Challenge of technology because you need to be connected all the time and you need to look good on Facebook</p> <p>M5 – Young people's need for social media/All young people need to be connected via social media to be popular, otherwise they face what is known as 'social suicide'</p> <p>M6 – Peer pressure is a big challenge. We need to be always on the go, as our group of friends is not just from around school or neighbourhood but consists of the entire world.</p> <p>E7 – the need to be connected all the time is intense we are under social pressure to be online 24/7, as people can see us even though we are not there. What we put on our Facebook account can be seen by the entire world, therefore the need to always be popular and 'in' with the whole world.</p> <p>E8 – Uncertainty: As teenagers, we are yet to establish ourselves. We don't know what career path we might end up with, we don't yet have a job so there is no money to do what we might want to do, most of us haven't met the person that we want to spend the rest of our lives with, so we always have to be properly made up, just in case we might meet the person of our dreams. All this makes us anxious as we are faced with this challenge all the time and the pressure to make the right decisions even though we are yet young.</p>			
N Ø No response or no valid evidence							

Question Three: ¿Qué opciones tenemos ante una misma situación? Desarrolla tu respuesta con ejemplos del texto							
Not Achieved		Achievement		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 which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade Score Descriptors							
N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information	Little valid information	Some valid information	A range of valid information about what options one has facing a situation	Explanation about what options one has facing a situation supported by information from the text	Full explanation about what options one has facing a situation supported by information from the text	A justified about what options one has facing a situation supported by detailed or implied information from the text which demonstrates thorough understanding	A fully justified answer about what options one has facing a situation supported by detailed or implied information from the text demonstrates thorough understanding
Specific evidence				For example			
This is <u>not</u> a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.				These examples are typical of candidates at the score indicated; however, they are <u>not full responses</u> , and are intended to be indicative rather than prescriptive.			
<p>We can see the positive or the negative part of a situation.</p> <p>We can concentrate on what is good about a situation or what is bad about it and the way we choose to think about it will affect the way we see life and probably how we socialize.</p> <p>Looking a situation in a positive or negative way will influence the way we live our lives.</p> <p>The idea of the glass being half full or half empty and people having a choice to think about it either way.</p> <p>Being positive could also make us more aware of other people's needs as we can see in the example of the rain (thinking of our friends and catching up with them), the negative person only takes himself /herself into consideration (I can't do anything)</p> <p>A positive person takes other people into his /her views. Positive feelings will enhance the quality of our lives and the length of it. Playful behaviour enhances our intellectual and physical resources and positively impacts on the way we react to things.</p>				N1 – We can look at it in a positive or negative way			
				N2 – We can look at a situation either positively or negatively and decide what to do ourselves			
				A3 – When faced with the same situation, we can see it as a positive or negative experience – it's our choice on how we look at the rain.			
				A4 – Faced with the same situation, we can see either the positive or the negative side of it. Upon waking up and see the rain, we have the choice to mope around or be happy that we can organise a day with our friends. The way we think can change the outcome of a situation.			
				M5 – We can look at it in two ways: positive or negative. We can focus on the bad things (the rain will make me stay in bed, I can't be bothered) or focus on the good aspects (catching up with friends). Also, if we concentrate on the positives, our health will benefit, as it will improve the quality of our life.			
				M6 – There are two ways to look at a situation: positively or negatively. The way we look at it influences how we live our lives, and how we relate to people. Being positive has long-term consequences, such as a better quality of life, we become more resourceful (intellectually, physically and socially). We can look at a situation through the lens of glass half full, or half empty).			
				E7 – Life is not positive or negative. It depends on us, how we see things and decide to concentrate on the positive or negative sides of it. A positive outlook (examples of the rain) means that we get to spend time with our friends; a negative one will make us more miserable and pessimistic, which will have consequences for our health. Being positive enhances our playful behaviour, which in turn makes us happier. Being more resilient and socially connected is a positive as well.			

	<p>E8 – Same as above, adding that if it's raining, it benefits the camp, so farmers will be happy (the idea that we think of other people not just us) while being negative and staying in bed, implies that we are selfish and think only about ourselves.</p>
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N Ø No response or no valid evidence

Question Four ¿Qué consecuencias puede traer el ser pesimista?							
¿Qué tiene que ver Carpe Diem con el texto?							
¿Cuál sería tu respuesta a la última pregunta del texto?							
Not Achieved		Achievement		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 which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
Grade Score Descriptors							
N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information	Little valid information	Some valid information	A range of valid information about possible consequences of being negative, <i>carpe diem</i> and a student answer about the last question in the text	Explanation about possible consequences of being negative, <i>carpe diem</i> and a student answer about the last question in the text supported by information from the text	Full explanation about possible consequences of being negative, <i>carpe diem</i> and a student answer about the last question in the text supported by information from the text	A justified about possible consequences of being negative, <i>carpe diem</i> and a student answer about the last question in the text supported by detailed or implied information from the text which demonstrates thorough understanding	A fully justified answer about possible consequences of being negative, <i>carpe diem</i> and a student answer about the last question in the text supported by detailed or implied information from the text demonstrates thorough understanding

Specific evidence	For example
This is <u>not a complete list of all acceptable responses</u> , nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.	These examples are typical of candidates at the score indicated; however, they are <u>not full responses</u> , and are intended to be indicative rather than prescriptive.
Being negative will mean that we are likely to be closed-minded and we might not seek new experiences. (as fear closes our mind and heart) Our lives could not only be shorter but also less enjoyable. The quality of our life would be less. Pessimists are likely to be full of fear/always scared Less resilient or socially connected which can lead to isolation	N1 – I choose to be positive as I like to be happy
	N2 – My answer would be to be “have a positive life”. By being positive, I will see the good in everything and everyone.
	A3 – <i>Carpe diem</i> means to live in the moment and the it relates to the text because living in the moment means having a positive attitude.
	A4 – <i>Carpe diem</i> is Latin for ‘seize the day’, which means that you have to live your life as if it were your last day. So, make the most of each situation, as in the example of the rain.
<i>Carpe diem</i> could be an attitude that we could adopt to deal with either fair or negatively. To live in the moment, live life each day as it were our last one, could have a positive spin on how we view life, as we need to make the most of our life since it could end any time. However, this concept has a double-edged sword, as we could interpret it negatively: since each day could be our	M5 – I choose to be positive, and when faced with a situation, focus on the good side of it. Research showed that being positive enhances the quality of life, so I want to live longer and happier. It creates intellectual resources, so I want to be smarter.
	M6 – Being a pessimist has negative consequences, as shown by the research done. It closes our mind and heart and makes us unhappy and unhealthy.

<p>last, why bother to do anything at all?</p> <p>My answer would be that I rather live positively and concentrate on the good things because the benefits of it will improve my life and my social skills, making me live longer and happier. The more positive you are, the happier you are and the more you see the goodness in things. Being positive will mean that we have a playful disposition and therefore we will create intellectual, physical, social, and psychological resources to enjoy life.</p> <p>Detailed references made to the study mentioned in the text. same works for the opposite</p>	<p>E7 – My answer would be that I choose to be positive when a situation like the example of the rain is given. I choose to see the glass half full, as investigation have proven that having a positive outlook on life impacts on the quality and quantity of life, makes us more resourceful, intellectually more advanced, allows us to open our hearts and minds, and makes us more resilient when faced with a situation.</p> <p>E8 – Same as above. The <i>carpe diem</i> reference to the text was interpreted in both ways, either positively (live each moment to the fullest) but also negatively (may be my last day, so no point of doing anything), therefore understanding the concept of <i>arma de doble filo</i>.</p>
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N Ø No response or no valid evidence

Judgement Statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 9	10 – 17	18 – 24	25 – 32