

Assessment Schedule – 2014

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding</i> of a variety of spoken Spanish texts involves making meaning of the relevant information, ideas and/or opinions from the texts.	<i>Demonstrating clear understanding</i> of a variety of spoken Spanish texts involves selecting relevant information, ideas and/or opinions from the texts and communicating them unambiguously .	<i>Demonstrating through understanding</i> of a variety of spoken Spanish texts involves expanding on relevant information, ideas and/or opinions from the texts with supporting detail .

Guidelines for applying the Assessment Schedule

- The answer-space provided in the exam paper is NOT an indication of the word-count required. The candidate may exceed the lines provided, or respond succinctly using fewer lines. For Merit / Excellence, however, the candidate needs to show clear/thorough understanding of the meanings or conclusions within the text, which usually requires more than a brief statement.
- Candidates may respond to the information in the text(s) in either English/Te Reo Māori and/or Spanish. Responses in Spanish must not simply quote sections of the text(s). Candidates must demonstrate understanding of the text(s).

Evidence Statement

Question One							
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 that 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 Identifies some similarities and differences	A4 A range of valid information Attempts to explain	M5 Some explanations of similarities and differences.	M6 Fully explained similarities and differences.	E7 Some justifications for their likes and dislikes and who likes New Zealand more	E8 Fully justified answer about their likes and dislikes and who likes New Zealand more
N Ø No response or no valid evidence							
Specific evidence <i>This is not a complete list of all acceptable responses, nor is it an indication of</i>				For example <i>These examples are typical of candidates at the score indicated; however, they are not full responses, and are intended to be</i>			

<i>the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.</i>	<i>indicative rather than prescriptive.</i>
<p>María: Similarities – the geography (both countries are long and thin), both have varied landscapes, weather and climate from North to South.</p>	<p>N1 – One or two correct responses.</p>
<p>Differences – the food and eating times. She was always hungry at school as all New Zealanders eat for lunch is a sandwich, yogurt or fruit, not a lot. She prefers Chilean food.</p>	<p>N2 – Geography, food, rugby, football, English and Spanish.</p>
<p>Tomás: Similarities – both countries are obsessed with their national sport (rugby in New Zealand and football in Chile).</p>	<p>A3 – Similar geography in both countries, food is different – sandwich, yogurt or fruit for lunch, national sports are different.</p>
<p>Differences – The national sports are different (New Zealanders are avid rugby supporters and Chileans love football). The languages are different, and having to speak English instead of Spanish was a difference that Tomás struggled with. Likes & Dislikes about living in New Zealand</p>	<p>A4 – Both countries are long and thin, the food and eating times are different.</p>
<p>María: liked learning English and she loved the Kiwi accent and finding out about rugby (New Zealand's national sport) and is keen to see the All Blacks play again. She can't wait to go back to New Zealand after completing her studies in Chile.</p>	<p>M5 – The food and eating times are different – New Zealanders do not eat a lot for lunch, obsessed with rugby (national sport).</p>
<p>Tomás: struggled with speaking English and how fast New Zealanders speak - felt he couldn't communicate. He loved the food, especially seafood and fish. He didn't like rugby – prefers football.</p>	<p>M6 – Both NZ and Chile have varied landscapes / weather / climates from North to South. María was always hungry and prefers Chilean food but it is not a problem. Tomás did not like speaking English – very difficult to communicate because New Zealanders talk too fast.</p>
<p>Who liked New Zealand more? – María liked New Zealand more as she saw everything as an opportunity – she improved her English, loved the Kiwi accent, enjoyed learning about rugby and would like to see the All Blacks.</p>	<p>E7 – Some justification for their likes and dislikes – María liked learning English (and she loved the Kiwi accent), she also liked finding out about New Zealand's national sport (rugby) and is keen to watch the All Blacks play. Tomás struggled with speaking English and found it difficult to communicate. He loved the food, especially fish and seafood.</p>
	<p>E8 – Full justification for their like and dislikes and who likes New Zealand more – María liked New Zealand more as she saw everything as an opportunity – she improved her English, loved the Kiwi accent, enjoyed learning about rugby and would like to see the All Blacks. She can't wait to return to New Zealand after finishing her studies. Tomás liked the food (especially fish and seafood); but other than that, he struggled with both the language, as found that New Zealanders speak so fast, and the national sport, as he much prefers football to rugby.</p>

Question Two							
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 that 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 Identifies some subjects and reasons	A range of valid information A detailed explanation	Attempted explanations	Full explanations	Attempted justified explanations	Fully justified explanations

N Ø No response or no valid evidence

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. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.</i>	<i>These examples are typical of candidates at the score indicated; however, they are not full responses, and are intended to be indicative rather than prescriptive.</i>
<u>Gabriel</u> Biology – very interested in it. Chemistry – will need it for the future. Physics – gets good marks / grades in this subject. Maths – his parents tell him that it's the most important subject of all for what he wants to do in the future. English – finds it fun and relaxing.	N1 – One or two correct responses. N2 – Biology – interesting, Maths – important. A3 – Three or more subjects with reasons, e.g. Chemistry – for future, Physics – good at it, English – fun and relaxing. A4 – Four or more subjects with detailed explanations, e.g. Information Technology / IT – useful, Maths – easy (plus some of the subjects from above with detailed explanations).
<u>Sofia</u> Information Technology / IT / Computing – thinks it is useful. Geography – finds it very interesting and she especially likes other world cultures. Maths – finds this subject easy. English – loves learning languages. Music – although it is a lot of work, music is her passion.	M5 – Five or more subjects with attempted explanations, e.g. Geography – the world interests her, English – loves to learn other languages (plus some of the other subjects mentioned with explanations) . M6 – Six or more subjects with full explanations, e.g. Chemistry – is necessary for his future, Maths – his parents say that it's the most important subject, Geography – the world interests her especially other cultures, Music – a passion of hers. Physics – gets good marks. E7 – Seven or more subjects with justified explanations of reasons, e.g. Maths – his parents say that it's the most important subject of all for what he wants to do in the future. E8 – Eight or more subjects with fully justified explanations of reasons, e.g. Maths – his parents tell him that it's the most important subject for his future, English – fun and relaxing, Music – although a lot of work, a passion of hers, Geography – finds it very interesting and especially likes other world cultures.

Question Three							
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 that 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 Detailed information given	Some detailed information given including some explanations	More detailed information given with relevant explanations	Attempted justified reasons for response	Fully justified reasons for response

N Ø No response or no valid evidence

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. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.</i>	<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>
<p><u>Gabriel</u> Job: Engineer Reasons: There are lots of opportunities available. He could work in Spain or an overseas country where English is spoken. To achieve his goals, he will have to study hard and earn good grades, which he is doing. He will visit his uncle's engineering business during the holidays.</p> <p><u>Sofía</u> Job: Song writer – Music industry Reasons: She can use her musical talent and get to know other cultures by writing songs for international artists / singers. To achieve her goals, she will need good marks in Music, English, and a good base of knowledge in IT because it is necessary in order to do anything – today everything involves technology.</p>	<p>N1 – One or two correct responses.</p> <p>N2 – Opportunities, Spain, study, holidays.</p> <p>A3 – Lots of opportunities, visit uncle / work experience, music industry.</p> <p>A4 – Lots of opportunities for this job, will complete work experience in the holidays, wants to work in the music industry.</p> <p>M5 – Engineer – could work in Spain or in another country.</p> <p>M6 – Songwriter – can use her musical talent; write songs, needs good marks in Music and English.</p> <p>E7 – Engineer – there are lots of opportunities available and he could work in Spain or in an overseas country where English is spoken. To achieve his goals, he will have to study hard and get good grades.</p> <p>E8 – Song writer – can use her musical talent and get to know other cultures by writing songs for international artists / singers. As well as good marks in Music and English, she will need a good base of knowledge in IT because today everything involves technology.</p>

Question Four							
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 that 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	Justified reasons	Fully justified reasons	Explanation with some details	Detailed explanation with a grasp of finer details

N Ø No response or no valid evidence

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. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.</i>	<i>These examples are typical of candidates at the score indicated; however, they are not full responses, and are intended to be indicative rather than prescriptive.</i>
The ingredients of a Valencian Paella Rice – extensively cultivated in Valencia. Azafrán (saffron) – a spice which is expensive given its weight. It's called “red gold” because it is more expensive than jewels. Olive oil – used a lot in Spanish cooking. Also, seafood, meats, tomatoes, and much more – seasonal ingredients from the earth and sea.	N1 – One or two correct responses. N2 – Rice, azafrán (saffron), tomatoes. A3 – Rice – important ingredient, olive oil – also important, azafrán (saffron), tomatoes. A4 – Rice – one of the most important ingredients, olive oil – used a lot in Spanish cooking. Also seafood, meats, tomatoes, and much more.
<u>Comparisons between Valencian Paella and a more familiar New Zealand dish</u> Similarities – The Lamb Roast and Paella are similar because they are the typical dishes of each country and they are eaten in all regions of the respective countries. Both use seasonal ingredients. Both are shared on special occasions and family gatherings. Differences – The Paella is a mixture of two ancient cultures: the Romans and Moors who used to occupy Spain. The Lamb Roast is not a dish passed down from ancient cultures. The Paella varies from region to region, whereas the Lamb Roast is much the same in all parts of New Zealand. The Paella has 10 or more ingredients including and specifically saffron, which gives the rice dish its distinct taste. The Lamb Roast, on the other hand has less ingredients: lamb, herbs, vegetables and potatoes. The Paella is cooked in a paella or frying pan over a fire or stovetop. The Lamb Roast is prepared using an oven. The ingredients for the Paella come from the land and the sea whereas the ingredients for Lamb Roast come only from the land.	M5 – Rice – Azafrán – essential for a good paella, also mention of the ingredients listed above and some similarities and differences between paella and lamb roast. The paella is cooked on the stove and the lamb in the oven. M6 – One of the most important is rice, which is cultivated extensively in Valencia. Like the paella in Spain, it is very common to eat Lamb roast at family gatherings and special occasions. Azafrán is expensive. E7 – They say that paella is a mixture of two ancient cultures: the Romans and the Moors. Furthermore, paella is an easy dish to cook and to transport. Lamb roast is not a dish passed down from ancient cultures but is relatively easy to cook. Ingredients come from the land and sea. E8 – Most of the above and in addition: A difference between paella and lamb roast is that each region in Spanish has its own way of cooking it but they always use seasonal ingredients and the Valencian paella is possibly the most famous in the world. Paella is the name of the food and also the name of the frying pan in which it is cooked over a fire or stovetop. / Azafrán is known as “red gold” because it is worth more than jewels. Lamb roast is enjoyed / appreciated in every region of New Zealand but is much the same in all regions and is normally cooked in the oven.

Cut Scores

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 9	10 – 16	17 – 24	25 – 32