

Assessment Schedule – 2014**Spanish: Demonstrate understanding of a variety of written and/or visual Spanish text(s) on familiar matters (91151)****Assessment Criteria**

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrating understanding of a variety of written and/or visual Spanish texts on familiar matters involves making meaning of the relevant information, ideas and/or opinions from the texts.	Demonstrating clear understanding of a variety of written and/or visual Spanish texts on familiar matters involves selecting relevant information, ideas and/or opinions from the texts and communicating them unambiguously .	Demonstrating thorough understanding of a variety of written and/or visual Spanish texts on familiar matters 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 each question in either English/ Te Reo Māori and/or Spanish. Responses in Spanish must not simply quote sections from the text. Candidates must demonstrate understanding of the text(s).

Evidence Statement

Question One: Los amantes de Teruel							
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	Explanation supported by information from the text	Full explanation supported by information from the text	A justified answer which is insightful and accurate	A fully justified answer which is insightful and accurate
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 not full responses, and are intended to be indicative rather than prescriptive.</i>					
It is the 20 th February and I am in Teruel in the middle of a medieval festival with costumes and theatre. There is traditional food sold in stalls in the streets and squares and lots of people – some 17 000 dressed up, 200 actors performing in the streets re-enactments of the lives and more particularly deaths of Isabel and Diego who lived here in the 1200s. The two loved each other but died of broken hearts after not being able to marry rather like Romeo and Juliet. As they lived in medieval times the whole city is reflecting this with tournaments and jousting. Something for everyone!		N1 – Medieval fiesta					
		N2 – Medieval fiesta called Los amantes de Teruel					
		A3 – I am in Teruel in the middle of a medieval fiesta with costumes and theatre.					
		A4 – I am in Teruel in the middle of a medieval fiesta with costumes and theatre. There is traditional food and lots of people...					
		M5 – I am in Teruel in the middle of a medieval fiesta with costumes and theatre. Cool. There is traditional food and lots of people – some 17 000 dressed up, 200 actors performing in the streets					
		M6 – I am in Teruel in the middle of a medieval fiesta with costumes and theatre. Cool. There is traditional food and lots of people – some 17 000 dressed up, 200 actors performing in the streets re-enactments of the lives of Isabel and Diego who lived here in the 1200s.					
		E7 – I am in Teruel in the middle of a medieval fiesta with costumes and theatre. Cool. There is traditional food sold in stalls in the streets and squares and lots of people – some 17 000 dressed up, 200 actors performing in the streets re-enactments of the lives of Isabel and Diego who lived here in the 1200s. The two loved each other but died of broken hearts rather like Romeo and Juliet.					
		E8 – It is the 20 th February and I am in Teruel in the middle of a medieval fiesta with costumes and theatre. There is traditional food sold in stalls in the streets and squares and lots of people – some 17 000 dressed up, 200 actors performing in the streets re-enactments of the lives and more particularly deaths of Isabel and Diego who lived here in the 1200s. The two loved each other but died of broken hearts after not being able to marry rather like Romeo and Juliet. As they lived in medieval times the whole city is reflecting this with tournaments and jousting. Something for everyone!					

N Ø No response or no valid evidence

Question Two: Los amantes de Teruel			
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	M5 Explanation supported by information from the text	M6 Full explanation supported by information from the text	E7 A justified answer which is insightful and accurate	E8 A fully justified answer which is insightful and accurate

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>
The festival brings tourism to the city and provides something for everyone no matter their age or tastes. The story is a universal one of love – the lovers of Teruel are ours and as one of the most beautiful stories told should be celebrated. We should be proud that we can relive it against the amazing medieval backdrop of our city which we have preserved and which we should take pride in. It is part of our history and part of our identity as a town. We have been celebrating it since 1217, so why stop now! The tourism not only brings money but provides employment for actors, musicians, people selling crafts and food...	N1 – tourists
	N2 – tourists and money
	A3 – the celebration brings people looking for romantic tourism
	A4 – the celebration brings people looking for romantic tourism who help the town get ahead
	M5 – the celebration brings tourists who help the town get ahead and employs people EG 200 actors
	M6 – The festival brings tourism to the city and provides something for everyone no matter the age or tastes. The story is a universal one of love – the lovers of Teruel are ours and, as one of the most beautiful stories told, should be celebrated.
	E7 – The festival brings tourism to the city and provides something for everyone no matter the age or tastes. The story is a universal one of love – the lovers of Teruel are ours and, as one of the most beautiful stories told, should be celebrated. We should be proud that we can relive it against the amazing medieval backdrop of our city.
	E8 – The festival brings tourism to the city and provides something for everyone no matter their age or tastes. The story is a universal one of love – the lovers of Teruel are ours and, as one of the most beautiful stories told, should be celebrated. We should be proud that we can relive it against the amazing medieval backdrop of our city which we have preserved and which we should take pride in. It is part of our history and part of our identity as a town.

N Ø No response or no valid evidence

Question Three: Una historia de la música barroca en el Amazonas			
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	M5 Explanation supported by information from the text	M6 Full explanation supported by information from the text	E7 A justified answer which is insightful and accurate	E8 A fully justified answer which is insightful and accurate

Specific evidence	For example
<i>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.</i>	<i>These examples are typical of candidates at the score indicated; however, they are <u>not</u> full responses, and are intended to be indicative rather than prescriptive.</i>
The author was obviously surprised after travelling a dangerous dirt road to arrive at a village in the middle of the Amazon jungle, where the insects are enormous and the heat suffocating. The village was not the only surprise – It was a village with a large music school with 200 students carrying violins and flutes and trained to play baroque music, brought there by the first Spanish 300 years ago.	N1 – A town in the middle of the Amazon
	N2 – A town in the middle of the Amazon with huge insects etc.
	A3 – Who would expect to see a town in the middle of the Amazon in the heat with giant insects, let alone one with a music school?
	A4 – Who would expect to see a town in the middle of the Amazon in the suffocating heat with giant insects and mud roads and barefooted children, let alone one with a music school?
	M5 – Who would expect to see a town in the middle of the Amazon in the suffocating heat with giant insects and barefooted children, let alone one with a music school? The only access to the town is by a dangerous dirt road.
	M6 – Who would expect to see a town in the middle of the Amazon in the suffocating heat with giant insects and barefooted children, let alone one with a music school and 200 young people carrying violins and flutes? The only access to the town is by a dangerous dirt road.
	E7 – Who would expect to see a town in the middle of the Amazon in the suffocating heat with giant insects and barefooted children, let alone one with a music school, which is obviously a large one given the 200 young people carrying violins and flutes? The only access to the town is by a dangerous dirt road.
	E8 – The author was obviously surprised after travelling a dangerous dirt road to arrive at a village in the middle of the Amazon jungle, where the insects are enormous and the heat suffocating. The village was not the only surprise – It was a village with a large music school with 200 students carrying violins and flutes and trained to play baroque music from the past and with European roots at that.

N Ø No response or no valid evidence

Question Four: Una historia de la música barroca en el Amazonas			
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	M5 Explanation supported by information from the text	M6 Full explanation supported by information from the text	E7 A justified answer which is insightful and accurate	E8 A fully justified answer which is insightful and accurate

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>
<p>The motto means “who we are”, and certainly the village identifies itself with its music school and the baroque style which is taught there – a music inherited from the original Spanish explorers and made the villagers’ own through the years by adding indigenous elements, dance etc ... It is the isolation of the village which has preserved the music and allowed it to be transformed into something unique to the village – in other words, it has been protected for many years from outside influences. The music which was accepted by the village people has become an intrinsic part of their own culture as a village, hence the significance of the motto. They celebrate now by going on world tours and taking their unique culture to the world.</p>	N1 – The motto is who they are
	N2 – The motto is about who they are
	A3 – The motto means “who we are” and the village school is important
	A4 – The motto means “who we are” and certainly the village identifies itself with its music school
	M5 – The motto means “who we are” and certainly the village identifies itself with its music school and the baroque style which is taught there – a music inherited from the original Spanish explorers
	M6 – The motto means “who we are” and certainly the village identifies itself with its music school and the baroque style which is taught there – a music inherited from the original Spanish explorers and made the villagers’ own through the years by adding indigenous elements, dance etc.
	E7 – The motto means “who we are” and certainly the village identifies itself with its music school and the baroque style which is taught there – a music inherited from the original Spanish explorers and made the villagers’ own through the years by adding indigenous elements, dance etc. It is the isolation of the village, which has preserved the music and allowed it to be transformed into something unique to the village.
	E8 – The motto means “who we are” and certainly the village identifies itself with its music school and the baroque style which is taught there – a music inherited from the original Spanish explorers and made the villagers’ own through the years by adding indigenous elements, dance etc. It is the isolation of the village, which has preserved the music and allowed it to be transformed into something unique to the village – in other words, it has been protected for many years from outside influences. The music which was accepted by the village people has become an intrinsic part of their own culture as a village, hence the significance of the motto.

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