

Assessment Schedule – 2014**Spanish: Demonstrate understanding of a variety of extended spoken Spanish texts (91568)****Assessment Criteria**

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding</i> of a variety of extended spoken Spanish texts involves making meaning of the information and varied perspectives in the texts.	<i>Demonstrating clear understanding</i> of a variety of extended spoken Spanish texts involves selecting relevant information and varied perspectives from the texts and communicating them unambiguously .	Demonstrating thorough understanding of a variety of extended spoken Spanish texts involves expanding on relevant information and varied perspectives 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 spoken Spanish. Candidates must demonstrate understanding of the text(s).

Question One: Examina, hacienda referencias directas al texto cómo el control de la música y los bailes de grupo puede ser también el control de la sociedad y de la cultura de un grupo determinado							
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 on how controlling music and group dance can mean the control of certain society/culture	M5 Explanation of how controlling music and group dance can mean the control of certain society/culture, supported by information from the text	M6 Full explanation of how controlling music and group dance can mean the control of certain society/culture, supported by information from the text	E7 A justified answer about how controlling music and group dance can mean the control of certain society/culture, supported by detailed or implied information from the text which demonstrates thorough understanding	E8 A fully justified answer about how controlling music and group dance can mean the control of certain society/culture, supported by detailed or implied information from the text which demonstrates thorough understanding

<p>Specific evidence <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></p>	<p>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></p>
<p>Music and dance are an essential element in a culture and make cultures different.</p> <p>Group dance brings unity to the group / culture. It gives a sense of belonging and identifies the group or culture, giving them their own cultural (racial) pride. By controlling music and group dancing, the society (and their traditions / history) is controlled because the music and dance is what brings them together.</p> <p>When new invaders enforce their own culture over the defeated one, they firstly prohibit the use of local language and secondly forbid / ban aspects of the culture that identify them or give them their own cultural or racial pride, belonging and identity, i.e. their music and dance.</p> <p>Group dance prepares / train groups for battle. If the group is not allowed to dance together, their unity will be undermined. Because the invaded people cannot practise the moves that prepare them for battle, they will be less effective and therefore less dangerous if they were to rebel.</p> <p>By annihilating these aspects, a society / group is controlled as happened to the Basque after the Spanish Civil War came a control of national identity. This defeated culture no longer has unity to express, sustain or transfer its traditions / history and culture, their cultural heritage will become lost.</p>	<p>N1 – The haka at Polifest is cultural.</p> <p>N2 – If you control someone’s music, they won’t like it.</p> <p>A3 – If you control music and people, then you can control their culture / behaviour.</p> <p>A4 – Music and dance can control a group by the way it is used, e.g. the haka, which is a preparation for battle. It unites its performers, helps to express the culture, and keeps the culture (tradition) strong.</p> <p>M5 – Group music and dance of a culture is their national identity and pride. It helps a culture to express itself and keeps the history (tradition) of that culture strong, for example, the Maori haka. If the group dance is not allowed, these people can be stopped from practising their battle moves. This will affect them as a group / society / culture. Use of music and dance is the expression of a culture and controls how a culture views itself.</p> <p>M6 – An invader can also control the music and group dance. When invaders take over a new culture, they will control their music and dance too; by prohibiting the dance of the other (invaded) culture, the group will not be able preserve or carry on their traditions and history. They won’t be able to practice for battle and work in unison, making them less effective. Their national identity and pride will be reduced.</p> <p>E7 – Invaders from another power / people / race who dominate a people enforce their own culture over the defeated one and ban aspects of the invaded culture such as their music and dance. This stops the expression and continuation of their culture and history, the aspects that identify them or give them their own cultural/ racial pride and identity. It means that the ways a society expresses itself as a whole are controlled. Because music and group dances give psychological as well as physical strength, if the practise of the battle movements were to be restrained, they would be less effective in battle.</p> <p>E8 – When another power / people / race dominates a people, the new invaders / conquerors enforce their own culture over the defeated one by forbidding / banning aspects of the culture that identify them or give them their own cultural or racial pride and identity. Firstly they forbid the local language and secondly, the music and dance. This is because music and dances, particularly those in groups, are really an expression and transferring of that culture and its history and traditions. Music and dance also give a sense of belonging and unity to this culture and if they cannot practise the moves that could prepare them for battle, they will be less effective and, therefore, less dangerous in the future if they were to fight/rebel against the invaders. By annihilating these aspects, so then is a society / group controlled and suppressed, as happened with the Basque (under Franco’s regime) after the Spanish Civil War. As a culture’s past and traditions unite its people, without that union (bond) they would cease to exist.</p>

N Ø No response or no valid evidence

Question Two: Explica por qué los bailes individuales o de pareja no son simplemente un modo de pasárselo bien. Haz referencias directas al 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 on how individual/pair dance is not just a way of having fun.	Explanation of how individual/pair dance is not just a way of having fun, supported by information from the text	Full explanation of individual/pair dance is not just a way of having fun, supported by information from the text	A justified answer about how individual/pair dance is not just a way of having fun, supported by detailed or implied information from the text which demonstrates thorough understanding	A fully justified answer about how individual/pair dance is not just a way of having fun, supported by detailed or implied information from the text which 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 not full responses, and are intended to be indicative rather than prescriptive.</i>			
<p>Individual or pair dances are not only for recreation but also they show the strong cultural characteristics of a certain group of people, a nation or a society. Just like the group dance, help to create the national identity of a culture or people.</p> <p>They are a way of expression, preservation and transmission of culture and history of a group of people. For example, the flamenco displays the passion, anguish, pain and happiness of the gypsies in Spain; the tango in Argentina; the salsa from Cuba and Puerto Rico shows the sensuality and warmth of these societies. In contrast, the group dance, the haka is a dance for a different reason, to prepare for combat / battle. The salsa and tango are not group dances; instead they are an expression of passion and sensuality.</p> <p>While from the beginning of time group dance was created/needed to physically and psychologically prepare people for battle or other social situations, individual or pair show the warmth and passion of the culture.</p> <p>Culture, history and dance cannot exist without one another. They represent much more than simply for having fun.</p>				N1 – Dancing is happiness.			
				N2 – Pair dance is a way of having fun and more.			
				A3 – Individual and pair dance is a way of having fun but also show the culture of some countries.			
				A4 – Individual and pair dance is for having fun but also is an expression of their culture, for example, the tango of Argentina and the salsa of Cuba and Puerto Rico.			
				M5 – Individual and pair dance is for having fun but also is an expression of their culture and their history. For example, the flamenco displays the passion, anguish, pain, and happiness of the gypsies in Spain; the tango in Argentina. Culture, history and dance cannot exist without one another.			
				M6 – Individual and pair dance is for having fun but also is an expression of their culture and even their history. For example, the flamenco displays the passion, anguish, pain, and happiness of the gypsies in Spain; the tango in Argentina; the salsa from Cuba and Puerto Rico shows the sensuality and warmth of these societies. Culture, history, and dance cannot exist without one another. It also helps the national identity.			
				E7 – Individual or pair dances have a deeper significance in that they show the cultural and historical characteristics of a group of people. They help to create a national identity; they are a way of expression, preservation, and transmission of culture and history of a group of people. For example, the flamenco displays passion, anguish, pain, suffering as well as happiness of the gypsies of Andalucía. Culture, history and dance cannot exist without another. For this reason, they are not only for recreation.			
				E8 – Individual or pair dances are not only for recreation but also they show the strong social and cultural characteristics of a certain group of people, a nation or a society. Like the group dance, they help to create a national / cultural identity. Culture, history and dance cannot exist without one another because they are a way of expression, preservation, and transmission of culture and history of a group of people. For example, the flamenco displays the passion, anguish, pain and happiness of the gypsies in Spain; the tango in Argentina; the salsa from Cuba and Puerto Rico shows the sensuality and warmth of these societies. In contrast, the group dance, the haka, is a dance for a different reason, - to prepare for combat.			

N Ø No response or no valid evidence

Question Three: a) Analiza el significado de que la estación represente el país de Cuba b) Explica otros 2 de los símbolos en la película y qué representan			
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 the meaning of symbols in the movie	Explanation about the meaning of symbols in the movie, supported by information from the text	Full explanation about the meaning of symbols in the movie supported by information from the text supported by information from the text	A justified answer about the meaning of symbols in the movie supported by detailed or implied information from the text which demonstrates thorough understanding	A fully justified answer about the meaning of symbols in the movie supported by detailed or implied information from the text which demonstrates thorough understanding

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 station is in a bad state and not very well looked after. But it could be fixed if each person made an effort and took interest, which is what the characters in the movie do.	N1 – The station is a busy place.
It is also a place in which the people seem to be initially stuck and unable to get away from.	N2 – The station is Cuba because it is located in Cuba.
The director wants to let us know that Cuba has two handicaps: one is the rules and bureaucracy that stop the country from improving as it happens in the station, and the second one is the apathy of its people, who fail to see the responsibility of improving their country and their personal responsibility, as in the beginning at the station.	A3 – The station represents Cuba because it is not well looked after and is in need of repair.
	A4 – The station represents the state of Cuba because it has not been well looked after and needs to be fixed and improved. There is hope for a better country if the people work together.
	M5 – The station represents the poor state of Cuba, a country that could improve its current situation if the people contribute / work together and take on personal responsibility to help with this task (of fixing it). There is hope (dreams) for a better country.
	M6 – The station represents Cuba, a country that is in a precarious situation, like the dilapidated station. This could be fixed if it weren't for a lot of the people not taking personal responsibility and bureaucracy (rules and regulations) that hold the progress back. There is hope (dreams) for change for a better country.
	E7 – The station represents Cuba, a country that, like the station is in a precarious situation because it has two handicaps: the bureaucracy (seen in the actions of Cristobal) and the attitude of the people living there, who are not taking personal responsibility for this improvement. Therefore the station could be fixed if each person took interest. It is also a place in which the people seem to be initially stuck and can't get away from. There is hope when the character of Jacqueline decides to stay and do her part in the "re=build".
Other symbols (only two required):	E8 – The station is in a bad state and not very well looked after. But it could be fixed if each person took interest, as the characters in the movie do. It is also a place in which the people seem to be initially stuck and can't get away from. The director wants to let us know that Cuba has two handicaps, one is the strict rules and bureaucracy that stop the country from improving or moving forward which it happens in the station; the second one is the apathy of its people who fails to see the responsibility of improving their country and lack personal responsibility as in the beginning at the station. The triumph over adversity is seen in the will of some to take initiative despite this apathy.
1. Bus. The bus could represent an obstacle, the difficulties in leaving the country and the means in which they are stopped from getting out, having to wait and wait in hope. The bus could also represent the system, broken and inefficient, needing to be fixed.	
2. Cristobal. Through his actions he could represent the rules and bureaucracy. He cannot see that what they are doing is for the better. He is only concerned about following the rules. He represents the rigid government (policy) which is unbending.	
3. Having a name means that there are those who have with their dreams, and others that play an important role in improving the country and contribute to society. Jacqueline decides to stay to be part of the bus	

station repair work, and by extension, part of the new Cuba. She stays to help Cuba.

4. The **Spaniard**, (Antonio), is representative of new beginnings and hope, that's why Jacqueline needs to marry him to escape Cuba.
5. The **funeral**: from the speech arises the awareness that things need to change; hope, united co-operation for new beginnings; the need to take on personal responsibility for this to happen.

N Ø No response or no valid evidence

Question Four: ¿Crees que esta película puede clasificarse como otra historia de amor más? Justifica tu respuesta haciendo referencias directas al 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 the kind of movie "lista de espera" is.	Explanation about the kind of movie "Lista de Espera" is, supported by information from the text	Full explanation about the kind of movie "Lista de Espera" is, supported by information from the text	A justified answer about the kind of movie "Lista de Espera" is, supported by detailed or implied information from the text which demonstrates thorough understanding	A fully justified answer about the kind of movie "Lista de Espera" is, supported by detailed or implied information from the text which demonstrates thorough understanding

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>As the passage says, the movie is directed to a more intellectual people (audience) with symbols to interpret. Therefore I would say it is more than a simple love story.</p> <p>This is more a political statement than a love story since there is a message that the director wants us to understand. The fact that Cuba could be fixed and there is more than one opportunity to do it – that might be why the movie starts and finishes the same way. They might not have fixed anything the first time, and it all could have been a dream; but there is another station, another time to try it again and make a difference / change.</p> <p>The fact that Jacqueline chooses Emilio over the Spaniard is more than love, as this will mean she will stay in Cuba and also fix her country, representing hope for new beginnings if people work together towards making a change.</p>	N1 – Emilio is in love.
	N2 – This is not a love story because a lot of things happen in the movie.
	A3 – This is not just a love story because there is more to it. There are themes of love, dreams and happiness in this movie but this is not just a love story as it shows the need for people to work together.
	A4 – This is not just a love story because it focuses on the way people could work as a team to bring about change when things are in a bad state, as in Cuba. Love between the couple draws out this co-operation and gives hope to the people / community.
	M5 – While there is hope that people (happy in their unity and love) can make change, this is not just a love story. It is about the situation in the country of Cuba, as there are a lot of symbols about this in the movie to stress the need to fix the situation.
	M6 – This is not just a love story there is symbolism in the movie for interpretation. It is more of a political statement about the situation in the country of Cuba and how it could be improved such as the problem of regulations that prevent the people from moving forward and the love story is just to help the story line.
	E7 –This is more a political statement than a love story because the passage says the movie is directed to more intellectual people: there are a lot of political messages and symbolism that the viewer has to interpret. The message that Cuba could be fixed and the handicaps that it has to face to do it indicate that this is not just a love story. The issues of bureaucracy and the need to change people's way of thinking are stronger focal points.
	E8 – This is more a political statement than a love story. As the passage says, the movie is directed to more intellectual people: there are a lot of political messages the director wants us to understand and symbolism that the viewer has to interpret. The fact that there is potential for Cuba to be fixed and there is more than one opportunity to do it is positive: – that might be why the movie starts and finishes in the same way. They might not have fixed any thing the first time and it all could have been a dream; but there is another station, another time to try it again.

N Ø No response or no valid evidence

Cut Scores

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 10	11 – 16	17 – 24	25 – 32