

Assessment Schedule – 2015

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

Assessment Criteria

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

Evidence

Not Achieved		Achievement		Merit		Excellence	
<p>Demonstrates limited or no understanding of the text(s).</p> <p>Some information is correct. The candidate has not understood the general meaning (gist) of the text(s). The response is logically inconsistent, indicating misunderstanding.</p>		<p><i>Demonstrates understanding and is able to make meaning of the relevant information, ideas and/or opinions from the text(s).</i></p> <p>Information is largely correct. The candidate has understood the general meaning of the text(s). The response is consistent.</p>		<p><i>Demonstrates clear understanding by selecting relevant information, ideas and/or opinions from the text(s) and communicating them unambiguously.</i></p> <p>Information correctly includes relevant detail from the text(s). The candidate attempts to communicate implied meanings without fully understanding every nuance.</p>		<p><i>Demonstrates thorough understanding of the implied meanings or conclusions within the text(s).</i></p> <p>Relevant information, ideas and opinions, with supporting detail, are selected and expanded on. The response shows understanding of nuance and meanings not obviously stated in the text(s).</p>	
<p>N1 Shows very little understanding and does not convey the general meaning of the text(s).</p>	<p>N2 Shows little understanding and does not convey the general meaning of the text(s).</p>	<p>A3 Demonstrates some understanding of the text(s), and conveys some of the general meaning.</p>	<p>A4 Demonstrates understanding of the text(s) and conveys the general meaning.</p>	<p>M5 Demonstrates clear understanding and unambiguously communicates some of the meaning by selecting relevant information from the text(s).</p>	<p>M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information from the text(s).</p>	<p>E7 Demonstrates thorough understanding and communicates some of the implied meanings by providing some supporting detail from the text(s) which justifies conclusions.</p>	<p>E8 Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the text(s) which fully justifies conclusions.</p>
<p>N0 No response; no relevant evidence</p>							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of advantages to doing homework.</i>	<ul style="list-style-type: none"> • Gives an opportunity to revise what's been done in lessons. • Also, if you have good quality notes, they prepare for the exams at the end of the year. 	<ul style="list-style-type: none"> • Time outside of class to prepare, investigate and think. 	<ul style="list-style-type: none"> • There is often not enough time in lessons to think about the work, as you have to do the classwork and not waste time.
<p><i>(b) (i) Possible evidence showing understanding of the disadvantages of doing homework.</i></p> <p><i>(ii) Possible evidence showing understanding of how teachers could help.</i></p>	<ul style="list-style-type: none"> • Homework is a waste of time. • Teachers often tell you to finish off classwork as homework. • He would prefer specific tasks for practice. 	<p style="background-color: #cccccc;">[Redacted]</p> <ul style="list-style-type: none"> • Teachers should give examples and models of good answers for students to compare. 	<ul style="list-style-type: none"> • How do you develop your understanding of a topic if you are just finishing off classwork? <p style="background-color: #cccccc;">[Redacted]</p>
<i>(c) Possible evidence showing understanding of what Person C thinks of homework.</i>	<ul style="list-style-type: none"> • Person C thinks that homework doesn't change anything. • She does her homework in the subjects that are important to her. 	<ul style="list-style-type: none"> • If you are a good student, you will study and pass your exams anyway. 	<ul style="list-style-type: none"> • Homework or good notes won't help if you don't regularly work in class.

Possible evidence is not limited to these examples.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what is good about the move.</i>	<ul style="list-style-type: none"> • The house is bigger and more spacious as well as the garden. • For the first time he does not have to share a bedroom with his younger brother Paco. 		
<i>(b) Possible evidence why he finds it difficult to make friends (the following are holistic examples, answers are not expected to match word for word).</i>	<ul style="list-style-type: none"> • Young people are different in New Zealand than Cuba. 	<ul style="list-style-type: none"> • He acts shy and nervous because the New Zealanders are not patient with his accent and can't understand him. 	<ul style="list-style-type: none"> • He assumed he could join a really good football team easily but the teams are already organised and there is no room for him.
<i>(c) Possible evidence explaining what his parents want him to do.</i>	<ul style="list-style-type: none"> • He has to go to classes after school from Monday to Friday. 	<ul style="list-style-type: none"> • His parents want him to improve his English. 	
<i>(d) Possible evidence explaining why this is causing problems.</i>	<ul style="list-style-type: none"> • He has 8 hours of classes every weekday now. • His parents do not listen to him. • His parents think he is disobedient. 	<ul style="list-style-type: none"> • He doesn't go out as he used to do in Cuba. 	<ul style="list-style-type: none"> • He thinks he is not treated fairly by his parents because his younger siblings don't have to do extra lessons. • His parents told him to get good school grades and set a good example to his younger siblings because he is the oldest child.

Possible evidence is not limited to these examples.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of how Javier’s personality has changed.</i>	<ul style="list-style-type: none"> • Jorge says that Javier was very excited about going to NZ. • He couldn’t wait and he was chatty and impatient. 	<ul style="list-style-type: none"> • He was also ambitious about getting a girlfriend and into the best school team in his first week at school. 	
<i>(b) Possible evidence showing understanding of the advice Jorge gives and the reasons.</i>	<ul style="list-style-type: none"> • Talk to his parents about his problems. • Javier could also play football with his younger brother’s team. 	<ul style="list-style-type: none"> • Javier should try to talk to his parents about his problems. • Javier could also play football with his younger brother’s team as Paco is only one year younger. 	<ul style="list-style-type: none"> • He thinks that if Javier explains how he feels and that he has no friends his parents will understand. • That way he will be fit for when he needs to be.
<i>(c) Possible evidence showing understanding of why Jorge is not happy about Manola’s news.</i>	<ul style="list-style-type: none"> • Jorge has seen photos of Manola with a new boyfriend on Facebook. 	<ul style="list-style-type: none"> • He says his heart is broken. 	<ul style="list-style-type: none"> • She had promised that she wouldn’t go out with anyone else. • Jorge got a job especially to save money to get a ticket to New Zealand to visit her next summer.

Possible evidence is not limited to these examples.

Question FOUR	Achievement	Achievement with Merit	Achievement with Excellence
<i>Possible evidence showing understanding of the information that Consuela gives about the first dish.</i>	<ul style="list-style-type: none"> • Typical New Zealand dish. • Loves it with tomato sauce / ketchup. 	<ul style="list-style-type: none"> • Not very healthy because it's salty and has a lot of fat. 	<ul style="list-style-type: none"> • But great if you are not worried about your health.
<i>Possible evidence showing understanding of information that Consuela gives about the second dish.</i>	<ul style="list-style-type: none"> • Typical dish in her home because her family is originally from Mexico. • They eat it every weekend. • Not very spicy. • Normally has meat in it but can make it without meat if she is vegetarian. 	<ul style="list-style-type: none"> • Her grandmother has to cook it because her Dad says no one else can cook it like his Mum. 	<ul style="list-style-type: none"> • Not very spicy although it contains chillies. • The chillies are for flavour.
<i>Possible evidence showing understanding of information that Consuela gives about the third dish.</i>	<ul style="list-style-type: none"> • Typical New Zealand dessert. • Even though it has a lot of sugar in it, doesn't have much fat. 	<ul style="list-style-type: none"> • Doesn't believe it was first cooked in Australia. 	<ul style="list-style-type: none"> • They eat it with fruit so they can feel as if they are having something healthy.

Possible evidence is not limited to these examples.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 16	17 – 26	27 – 32