

## Assessment Schedule – 2015

### 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> involves <b>making meaning of the information</b> and <b>varied perspectives</b> in the texts.	<i>Demonstrating <b>clear</b> understanding</i> involves <b>selecting relevant information</b> and <b>varied perspectives</b> from the texts and communicating them <b>unambiguously</b> .	<i>Demonstrating <b>thorough</b> understanding</i> involves <b>expanding on relevant information</b> and <b>varied perspectives</b> from the texts with <b>supporting detail</b> .

#### Evidence

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

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>Possible evidence showing understanding of how online social networks have changed our lives.</i>			
<p><i>Change:</i></p> <p><i>This is good because</i></p> <p><i>This is bad because</i></p>	<p>We communicate / socialise / interact. <i>(Or similar.)</i></p> <ul style="list-style-type: none"> <li>• You can be in contact with people more quickly and easily / in a fast and direct way.</li> <li>• You can share your experience(s), anything that you wish.</li> <li>• You can interact with people from all around the world if you want.</li> <li>• You can give your opinion about anything.</li> </ul> <p>• Your opinions, your photos are all there / available.</p>	<p>We communicate / socialise / interact differently. <i>(Or similar.)</i></p> <ul style="list-style-type: none"> <li>• You can be up-to-date / in contact with people that interest you and you share common interests with a lot more quickly and easily / in a fast and direct way.</li> <li>• You can share your achievements, knowledge, experience(s), anything that you wish.</li> <li>• You can give your opinion about any topic in a free / unrestricted and personal way.</li> </ul> <p>• You are at the reach of everyone.</p> <p>• Be careful with what you share, your details, your opinions, your photos are all there / available and very probably will stay there forever.</p>	<p>• It is easier to keep in contact with friends and family who live far away.</p> <p>• People could use personal information against you.</p>
<p><i>Change:</i></p> <p><i>This is good because</i></p> <p><i>This is bad because</i></p>	<p>We have greater access to information. <i>(Or similar.)</i></p> <ul style="list-style-type: none"> <li>• You can access information, study.</li> <li>• News and topics that you want to know about (from around the world).</li> </ul> <p>• Just because something is online doesn't mean it's real.</p>	<p>We have greater access to information but in can easily be false. <i>(Or similar.)</i></p> <ul style="list-style-type: none"> <li>• You can access almost any information, study practically anything in a remote way, from the comfort of home.</li> <li>• You can find out about news and topics that you want to know about (from around the world).</li> </ul> <p>• You can get into terrible trouble if you believe everything that you see.</p>	<p>• Believing and spreading false information could cause mass hysteria or other problems.</p>
<p><i>Change:</i></p> <p><i>This is bad because</i></p>	<p>Lack of social skills in the real world. <i>(Or similar.)</i></p> <ul style="list-style-type: none"> <li>• Many suffer a loss of ability to socialise or interact with 'real people'.</li> </ul>	<ul style="list-style-type: none"> <li>• Many suffer a loss of ability to socialise or interact with 'real people' e.g. people</li> </ul>	<ul style="list-style-type: none"> <li>• This can lead to health problems such as obesity.</li> </ul>

	<ul style="list-style-type: none"> <li>Using the internet in an excessive way can isolate people from social interaction and things like playing a sport.</li> </ul>	that you can see and touch, not on screen.	
<i>Change:</i>	Greater freedom of expression. (Or similar.)		
<i>This is good because</i>	<ul style="list-style-type: none"> <li>You can give your opinion about anything.</li> </ul>	<ul style="list-style-type: none"> <li>You can give your opinion about any topic in a free / unrestricted and personal way.</li> </ul>	<ul style="list-style-type: none"> <li>It gives people, who in the past didn't have this, a voice / opportunity to express their opinion.</li> </ul>
<i>This is bad because</i>	<ul style="list-style-type: none"> <li>We are always right and we can give opinions about everything.</li> </ul>	<ul style="list-style-type: none"> <li>Having such easy access to the world and the power to give your opinion, leads us to believe that we are always right and that we can give opinions about everything without necessarily knowing much about the topic or what's going on.</li> </ul>	<ul style="list-style-type: none"> <li>Could offend others or cause disputes.</li> </ul>

***Possible evidence is not limited to these examples.***

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of how well New Zealand and Spain are caring for the environment.</i></p>	<ul style="list-style-type: none"> <li>• Victoria doesn't agree.</li> <li>• Later, Luke admits that the truth is that we are lucky to live in New Zealand.</li> </ul>	<ul style="list-style-type: none"> <li>• Initially, Luke thinks that New Zealanders respect the environment quite a lot and that New Zealand is quite an ecological country compared with Spain.</li> <li>• Victoria doesn't totally agree and gives examples to demonstrate this to Luke.</li> <li>• Later, Luke admits that the truth is that we are lucky to live in New Zealand but we don't value it and we continue damaging our natural environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Both Luke and Victoria think that their countries are doing some good things to care for the environment BUT that they could be doing more.</li> </ul>
<p><i>Possible evidence showing understanding of how the countries compare and what they could do better.</i></p>	<ul style="list-style-type: none"> <li>• They (Spain) have many containers to help with recycling: a blue one for cardboard and paper, a green one for glass, a yellow one for plastic and cans, and a black one for organic waste. In New Zealand, she has seen only a blue one.</li> <li>• Luke says that New Zealand has many more natural protected spaces. Almost 30% of New Zealand is protected.</li> <li>• Spain is twice as big as New Zealand, only 10% is protected.</li> <li>• However, Victoria thinks that New Zealand has the advantage of being a younger country.</li> <li>• (Victoria says that) there are more sheep and cows in New Zealand than people.</li> <li>• Victoria says that many Spanish beaches are surrounded by apartments.</li> </ul>	<ul style="list-style-type: none"> <li>• Luke says that New Zealand has many more natural protected spaces that everyone can enjoy. Almost 30% of New Zealand is protected.</li> <li>• Spain is twice as big as New Zealand, but Victoria thinks that only 10% is protected.</li> <li>• However, Victoria thinks that New Zealand has the advantage of being a younger country. The first Māori arrived in New Zealand about 700 years ago, and the British came to New Zealand about 250 years ago.</li> <li>• Victoria also says that the fact that in New Zealand there are only 4.5 million people helps New Zealand have so many protected spaces, whereas in Spain there are more than 47 million people.</li> <li>• Luke says that the rivers in New Zealand continue to be damaged and he doesn't think there is a law to protect them.</li> <li>• (Victoria says that) this could be an enormous problem as there are more</li> </ul>	<ul style="list-style-type: none"> <li>• Victoria thinks that Spain has a better recycling system, as they have many containers to help with recycling: a blue one for cardboard and paper, a green one for glass, a yellow one for plastic and cans, and a black one for organic waste. Furthermore, batteries and medicines are recycled. In New Zealand, she has seen only a blue one.</li> <li>• New Zealand could improve by having a better recycling system.</li> <li>• However, Victoria thinks that New Zealand has the advantage of being a younger country. The first Māori arrived in New Zealand about 700 years ago, and the British and the industrialisation that they brought came to New Zealand about 250 years ago.</li> <li>• Luke agrees that nature in New Zealand has the advantage of having been hidden from civilisation for centuries.</li> </ul>

		<p>sheep and cows in New Zealand than people.</p> <ul style="list-style-type: none"><li>• Victoria envies the beauty of the beaches. She says that many Spanish beaches are surrounded by apartments and full of foreigners who don't respect them.</li></ul>	<ul style="list-style-type: none"><li>• Spain could improve by creating more national parks / protected environmental areas.</li><li>• Luke says that the rivers in New Zealand continue to be damaged by stock and he doesn't think there is a law to protect them.</li><li>• New Zealand could improve by protecting rivers more from pollution from stock / sheep and cattle.</li><li>• Spain could improve by putting measures in place to better protect their beaches.</li></ul>
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***Possible evidence is not limited to these examples.***

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of an Argentine player's attitude when watching the haka.</i></p>	<ul style="list-style-type: none"> <li>• Back in the day, the Argentinian players didn't know about the haka so it didn't intimidate them.</li> <li>• Would not be afraid / intimidated.</li> <li>• Players do not see the haka as a show (as a spectator might see).</li> </ul>	<ul style="list-style-type: none"> <li>• Have never beaten the All Blacks.</li> <li>• It's always hard work / difficult against them.</li> <li>• They will embrace facing the haka with the abrazo Puma.</li> <li>• Players would feel that the haka might help the All Blacks prepare mentally but it doesn't scare the Argentinian player.</li> <li>• Back in the day, the Argentinian players didn't know about the haka so it didn't intimidate them – so it didn't give any advantage to the All Blacks.</li> <li>• They would be up for the game / “encouraged to fight / battle”.</li> <li>• Would not be afraid / intimidated. In spite of the fact that the haka nowadays is performed with better technique, more conviction and more pride, it doesn't intimidate the opposing team – rather, it is a challenge.</li> <li>• They would be arm-in-arm with their teammates, like one team, rather than 15 individuals.</li> <li>• They would feel challenged and ready to accept the challenge.</li> <li>• For any Argentine rugby player, facing the All Blacks and the haka would be a dream come true.</li> </ul>	<ul style="list-style-type: none"> <li>• They might be nervous because they have never beaten the All Blacks.</li> <li>• They might be nervous because it's always hard work / difficult against them.</li> <li>• The only draw occurred in 1985.</li> <li>• They might feel well supported because the crowd are also doing the Puma embrace along with them.</li> <li>• The haka is a challenge that is taken up by the team with the “Puma embrace”, which is just as effective for the Pumas as it is for the All Blacks in preparation for the game (in terms of motivation).</li> <li>• They would feel united because they would be arm-in-arm with their teammates, like one team, rather than 15 individuals.</li> <li>• They would feel proud to represent their country because for any Argentine rugby player, facing the All Blacks and the haka would be a dream come true.</li> </ul>

<p><i>Possible evidence showing understanding of an Argentine fan's attitude when watching the haka.</i></p>	<ul style="list-style-type: none"> <li>• They might feel threatened.</li> <li>• They might feel that the haka gives the All Blacks mental superiority.</li> <li>• They might think it is just a show, especially considering it is occasionally done with fireworks (as sometimes in New Zealand).</li> </ul>	<ul style="list-style-type: none"> <li>• They might feel threatened because of the professional way in which the All Blacks perform the haka nowadays.</li> <li>• The spectators embrace at the same time as the players to face the haka.</li> </ul>	<ul style="list-style-type: none"> <li>• As the spectators embrace at the same time as the players to face the haka, they could feel good that they are helping to support their team by performing the Puma hug / embrace at the same time, as they would be accepting the challenge and that way being part of the team and the national pride.</li> </ul>
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***Possible evidence is not limited to these examples.***

**Cut Scores**

<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
0 – 10	11 – 18	19 – 24	25 – 32