

Assessment Schedule – 2016

Spanish: Demonstrate understanding of a variety of extended written and/or visual Spanish texts (91571)

Assessment Criteria

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

Evidence

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

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p>Possible evidence showing understanding of why most students are reluctant to read Don Quixote.</p>	<p><i>Identifying some or most reasons.</i></p>	<p><i>Explaining with detail.</i></p>	<p><i>Expanding on detail, connecting both texts in a meaningful way.</i></p>
	<ul style="list-style-type: none"> • Students don't have the time that would be necessary to devote to reading this novel, because it requires great dedication. • It's very long. • Students don't understand its language, as it's old-fashioned and difficult. • There are lots of references students don't understand. • There is no need to read it because they can just download notes. 	<ul style="list-style-type: none"> • Students don't have the time that would be necessary to devote to reading this novel, because it requires great effort and dedication. • It's very long, as there is no other novel in Spanish literature that has so many pages in its full version. • Students don't understand its language, as it's old-fashioned and difficult: not even 1% of the Spanish-speaking population can read it without an annotated version. • There are lots of references students don't understand, as the novel alludes constantly to literary references. Most of the students lack this cultural and literary knowledge. • There is no need to read it because they can just download notes that have all the information necessary to pass the exams. 	<ul style="list-style-type: none"> • Students don't have the time that would be necessary to devote to reading this novel, because it requires great effort and dedication due to the reasons listed below ... • It's very long, as there is no other novel in Spanish literature that has so many pages in its full version. This problem is obviously difficult to overcome even for adults. • Students don't understand its language, as it's old-fashioned and difficult: Spanish people are made to read it in a language they don't understand. Not even 1% of the Spanish-speaking population can read it without an annotated version. • There are lots of references students don't understand, as the novel alludes constantly to literary references. Therefore, most of the students lack this cultural and literary knowledge. <i>Quixote</i> is a novel of novels. • There is no need to read it, because they can just download notes that have more than enough information to know the entire plot of the book and pass the exams without reading it completely or in depth. • Students get to hate <i>Quixote</i> "with all their strength" instead of being entertained and amused by it, which the literature teacher says is its main

objective, and instead of reading it for pleasure students just read notes on it so they can pass the exam.

- The first text exemplifies what Clara explains in her letter.
- Students don't read it because they want to, but because they have to.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p>Possible evidence showing understanding of Clara's motivation for writing the letter.</p>	<p>Information from the text about her love for the book, students' dislike, and suggestions.</p>	<p>Detail to support the information, reasons why she loves Quixote so much, feelings about classmates' dislike.</p>	<p>Connecting all different issues, connecting solutions and problems above, relevance of her being a student too, and the desired outcome. Connecting both texts in a meaningful way.</p>
	<ul style="list-style-type: none"> • She is passionate about <i>Don Quixote</i>. • She states that she is writing this letter for two purposes. Firstly, to inform him that students don't want to read this work, and secondly, to give him suggestions. • She suggests shorter versions with more modern vocabulary. • She thinks <i>Don Quixote</i> is a magnificent work. 	<ul style="list-style-type: none"> • The author of the letter is a student, and is writing to the Minister of Education firstly because she is passionate about <i>Quixote</i> and, secondly, she is a student. • She states that she is writing this letter for two purposes. Firstly, to inform him that a high proportion of students don't want to read this wonderful work, and secondly, to give him suggestions so that this is not the case in the future. • She suggests less extended versions with more modern vocabulary and simplified versions that adapt to the level of a secondary school student. • She thinks <i>Don Quixote</i> is a magnificent work. She thinks <i>Don Quixote</i> should be loved and celebrated as the essential work that it is, and that Miguel de Cervantes is, together with Homer, Shakespeare, and Dante, one of the 	<ul style="list-style-type: none"> • The author of the letter is a student of the 2nd year of Baccalaureate and is writing to the Minister of Education firstly because she is passionate about <i>Quixote</i> and, secondly, she is a student, which means that she understands the point of view of other students who dislike <i>Quixote</i>. • She states that she is writing this letter for two purposes. Firstly, to inform him that a high proportion of students don't want to read this wonderful work, and secondly, to give him suggestions so that this is not the case in the future. Her suggestions are connected to the problems identified in both texts. • She suggests less extended versions to fix the problem of <i>Don Quixote</i> being too long and students not having time to read, and simplified versions that adapt to the level of a secondary school student, with modern vocabulary to fix the problem of the literary references and the complicated language.

	<ul style="list-style-type: none"> • A lot of her classmates don't share her point of view and just download notes instead of reading the book. • She wants her classmates to read the book too. 	<p>four essential writers of universal literature.</p> <ul style="list-style-type: none"> • A lot of her classmates don't share her point of view and just download notes instead of reading the book. This saddens her, as this year is the 400th anniversary of <i>Quixote</i>. • She is making suggestions to the Minister of Education so that students get to appreciate this book. She thinks that this would promote reading, and would encourage adults to read it, too. 	<p>four essential writers of universal literature.</p> <ul style="list-style-type: none"> • A lot of her classmates don't share her point of view and just download notes instead of reading the book. This saddens her, as this year is the 400th anniversary of <i>Quixote</i>. She is right to be concerned about students not even reading the book, as the first text says that many students study it only because they are going to have a test on it, so a lot of them just memorise notes without having read the book. This makes you wonder the point of studying it at all. In fact, the blog questions if it would be better to replace it with a more modern book. Her letter is a reaction to these types of comments. • To sum up, her main concern as a <i>Quixote</i> enthusiast is that other students get to hate <i>Quixote</i> instead of being entertained and amused by it, and instead of reading it for pleasure, students just read notes on it so they can pass the exam.
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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Possible evidence showing understanding of el paquete semanal and how it works.</p> <p>(b) Possible evidence showing understanding of its role in Cuban society.</p> <p>(c) Possible evidence showing understanding of its future.</p>	<p><i>Identifying some facts about el paquete, simple reasons about its relevance and future competitor.</i></p>	<p><i>Adding detail to the facts, giving information about its success, including problem with aeriels and legality. Using the information to make an informed prediction.</i></p>	<p><i>Expanding on facts with direct quotes and implying meaning from them, including details that show thorough and unambiguous understanding. Making a balanced prediction based on most or all relevant information.</i></p>
	<ul style="list-style-type: none"> • It is a disk that is normally distributed from house to house. • It contains recent foreign movies, shows, TV series, documentaries, games, information, music, and more. • It costs only one dollar. • It has revolutionized entertainment in Cuba. • It's better than Cuban TV. • Only 5% of the population have internet access. 	<ul style="list-style-type: none"> • It is an external hard drive that is normally distributed from house to house. • It's successful. • It costs only one dollar/people have to pay only one dollar and they can connect it to their TV and enjoy it when they want. • It satisfies the people on the island compared with national Cuban TV. The programming that is available on TV is not what Cuban people want to watch. • There is not much variety of programming on national television. • "I would prefer to spend a dollar (to buy paquete semanal) than be like a zombie." • There is limited internet coverage. Only 5% of the population enjoys access to internet. • In the past, entertainment came via an illegal satellite, but there were harsh punishments. 	<ul style="list-style-type: none"> • Lack of quality TV, it gives people access to media content that is otherwise unavailable in Cuba. • They find it boring and brainwashing – "I would prefer to spend a dollar (to buy paquete semanal) than be like a zombie. Cuban programming is no good." • Solves the problem of illegal aeriels: • In the past entertainment came via a clandestine/illegal satellite, but because it was illegal, citizens who were caught using it received a harsh fine. • Thanks to paquete semanal, many people have avoided being fined or sent to prison for breaking the law,

	<ul style="list-style-type: none"> Netflix service available in Cuba. 	<ul style="list-style-type: none"> Although not completely legal, paquete semanal is tolerated by the authorities. Netflix announced last year that its service was available in Cuba. There is a TV series called <i>Vivir del cuento</i>. It makes reference to, and critiques the reality of, daily life in Cuba. 	<p>as used to happen before with satellite antennas.</p> <ul style="list-style-type: none"> Although not completely legal, paquete semanal is tolerated by the authorities. Articles have even been written about it in the local press. Netflix is trying to amaze Cubans with series and programmes from the USA that can be watched online or downloaded. There are increasingly more series on Cuban national television that Cubans can relate to. One example (of such a programme) is <i>Vivir del cuento</i>. It makes reference to, and critiques the reality of, daily life in Cuba. For example, rationing, never-ending lines/queues, bureaucracy, and social problems that television news hardly mention. Programmes like this, that connect with the reality of the viewer without being censored, might be capable of saving the unpopular national TV. If this happened, more people might watch Cuban TV, and not be as reliant on paquete semanal for their entertainment.
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Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 14	15 – 19	20 – 24

