

Assessment Schedule – 2017

Spanish: Demonstrate understanding of a variety of spoken Spanish texts on familiar matters (91148)

Assessment Criteria

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

Evidence

Not Achieved		Achievement		Merit		Excellence	
<p>Demonstrates limited or no understanding of the spoken texts.</p> <p>Some information is correct. The candidate has shown understanding of the general meaning (gist) of the spoken texts. The response is logically inconsistent, indicating misunderstanding.</p>		<p><i>Demonstrates understanding</i> and makes meaning of the relevant information, ideas, and opinions from the spoken texts.</p> <p>Information is largely correct. The candidate has shown understanding of the general meaning of the spoken texts. The response is consistent.</p>		<p><i>Demonstrates clear understanding</i> by selecting relevant information, ideas, and opinions from the spoken texts and communicating them unambiguously.</p> <p>Information correctly includes relevant detail from the spoken texts. The candidate attempts to communicate implied meanings, and shows partial understanding of some nuances.</p>		<p><i>Demonstrates thorough understanding</i> of the implied meanings or conclusions 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>N1 Shows very little understanding and does not convey the general meaning of the spoken texts.</p>	<p>N2 Shows little understanding and does not convey the general meaning of the spoken texts.</p>	<p>A3 Demonstrates some understanding of the spoken texts, and conveys some of the general meaning.</p>	<p>A4 Demonstrates understanding of the spoken texts and conveys the general meaning.</p>	<p>M5 Demonstrates clear understanding and unambiguously communicates some of the meaning by selecting relevant information, ideas, and opinions from the spoken texts.</p>	<p>M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information, ideas, and opinions from the spoken texts.</p>	<p>E7 Demonstrates thorough understanding and communicates some of the implied meanings by providing some supporting detail from the spoken texts which justifies conclusions.</p>	<p>E8 Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the spoken texts which fully justifies conclusions.</p>
<p>N0 No response; no relevant evidence</p>							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of reasons young Spanish people are moving back to rural areas.</i></p>	<p>In an effort to escape:</p> <ul style="list-style-type: none"> • noise • activity • bureaucracy • metropolitan life • queues and people. 	<ul style="list-style-type: none"> • In an effort to escape noise, activity, bureaucracy, metropolitan life. • For the peace of the country; the silence of its mountains and woods. • For the affordability. 	<ul style="list-style-type: none"> • In an effort to escape noise, activity, bureaucracy, and metropolitan life; preferring the peace of the country, and the silence of its mountains and woods. • The happiness of the people who can go for a stroll in nature (animals, insects, birds). • Escape the traffic and queues. • For the affordability – rent for Carolina is three times less than in the city.
<p><i>(b) Possible evidence showing understanding of Carolina’s hopes and fears for the future of rural Spain.</i></p>		<ul style="list-style-type: none"> • She hopes that the country will remain a peaceful place. • But fears that too many people will move to the country, putting an end to the peace and tranquillity there. 	<ul style="list-style-type: none"> • She hopes that the country will remain a peaceful place, and believes that there will always be small communities in Spain with infinite possibilities. • But fears that too many people will move to the country, putting an end to the peace and tranquillity there, turning its small towns into cities in just a few years, creating exactly the same problems she has fled, in the very rural town she has fled 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
<i>(a) Possible evidence showing understanding of how children escape the world of adults.</i>	<ul style="list-style-type: none"> • With a hobby like football or dolls. 	<ul style="list-style-type: none"> • With a hobby like football or dolls, though some children put these aside for ... 	
<i>(b) Possible evidence showing understanding of who William is, and what his childhood passion is.</i>	<ul style="list-style-type: none"> • 15-year-old Canadian boy. • Interested in astronomy and Mayans. 		<ul style="list-style-type: none"> • Computers, since he had to spend lots of time on the computer to reach such conclusions.
<i>(c) Possible evidence showing understanding of why William's passion received worldwide attention.</i>	<ul style="list-style-type: none"> • He discovered that there is a link between the Mayan constellations and the location of their cities. 	<ul style="list-style-type: none"> • Unlike any other scientist, discovered that there is a link between the Mayan constellations and the location of their cities. • Leading him to discover a whole new city, which he has named "boca de fuego". 	<ul style="list-style-type: none"> • He discovered that there is a link between the 22 Mayan constellations and the location of their 100 cities, by overlaying them on a map of Google Earth. • The brightest stars coincided with the biggest and most important cities, leading him to discover a whole new city, which he has named "boca de fuego". • He could not understand why they would build away from water, fertile, and flat lands, but now has a theory for this.

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 THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of what Jason Taylor created in the Canary Islands, and what he hoped to achieve.</i></p>	<ul style="list-style-type: none"> • Underwater museum. • Off Lanzarote, in the Canary Islands. • With statues and monuments. • Bring tourists to Canary Islands. 	<ul style="list-style-type: none"> • Underwater museum off Lanzarote, in the Canary Islands, with statues and monuments at a depth of 15 metres. • Examples of the works and the reason for them. • The art forms part of the marine ecosystem. • Bring tourists to Canary Islands (750 000 are already coming annually). 	<ul style="list-style-type: none"> • It is an innovative work, which changes the way art works within an environment. • The art forms part of the marine ecosystem – so it could be said that the artist has created a place for sea creatures to thrive. • Create underwater habitat. • Create awareness of social issues, e.g. refugee crisis, technology, and obesity/ fast food. • Focus our attention on the sea, in the hope of creating empathy and desire to conserve it, because it is important.

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.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 12	13 – 18	19 – 24