

Assessment Schedule – 2017

Spanish: Demonstrate understanding of a variety of written and/or visual Spanish texts on familiar matters (91151)

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 texts.</p> <p>Some information is correct. The candidate has 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 from 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 from the texts and communicating it unambiguously.</p> <p>Information correctly includes relevant detail from the 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 texts.</p> <p>Relevant information, ideas and opinions, with supporting detail, are selected and expanded on. The response shows understanding of nuances 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, ideas, and opinions from the texts.</p>	<p>M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information, ideas, and opinions 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><i>(a) Possible evidence showing understanding of the advice given to prepare for physically demanding trip.</i></p>	<ul style="list-style-type: none"> • Prepare /train months prior to the trip. • Bring: <ul style="list-style-type: none"> - a little food, clothes - emergency kit - your bike. 	<ul style="list-style-type: none"> • Bring only the essentials, like a little food, clothes, emergency kit, and your bike, because too much weight will make the trip difficult. 	<ul style="list-style-type: none"> • Do bikepacking instead of hiking – exactly the same, but you can use your bike to carry all your stuff, so it's easier. • Be smart, and think of different ways that you can complete the journey without over-exerting yourself. For example, choose routes like the Camino de Santiago, that require you to bring the minimum – like a light tent to sleep in, only a little food, clothes, emergency kit, and your bike. This way it is much easier to carry, and saves having to walk. Or organise with your friends to meet them at different parts of the journey like the blogger did, to avoid the difficulty of biking, and making it look like you did it without stopping.
<p><i>(b) Possible evidence showing understanding of the type of traveller the writer is.</i></p>	<ul style="list-style-type: none"> • Lazy – because when given the opportunity at high school to go on the Camino, she did not participate. 	<ul style="list-style-type: none"> • Lazy – because when given the opportunity at high school to go on the Camino, she did not participate as she couldn't be bothered preparing for the trip, i.e. packing her bag and taking the bike with her on the trip. • Lazy, because when she is invited to join her friends on another excursion in the south of Spain, she doesn't complete the whole journey. • She meets her friends on the way when they pass through her home town. 	<ul style="list-style-type: none"> • Lazy /unadventurous – because when given the opportunity at high school to go on the Camino, she did not participate as she couldn't be bothered preparing for the trip i.e. packing her bag and taking the bike with her on the trip. She still plans trips with the least amount of effort required. Similarly with the trip to Altravesur, she did only half the trip. • Creative / avoids difficulty, because when she is invited to join her friends on another excursion in the south of Spain, she doesn't complete the whole journey but meets her friends on the way when they pass through her home town. • Must be a little bit active, if she has

			all these friends that like doing this kind of trip.
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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><i>(a) Possible evidence showing understanding of why a Google search of “the rubbish dump of Cateura” has surprising results.</i></p>	<ul style="list-style-type: none"> • Normally would talk about bad smells and rubbish. • But this search shows children using the rubbish to make musical instruments and play in an orchestra. 	<ul style="list-style-type: none"> • But this search shows children using the rubbish to make musical instruments and play in an orchestra, which is not what you would expect. • It also talks about hope, and how these children have been able to change the outlook of their futures. 	<ul style="list-style-type: none"> • Because normally you would expect the search to talk about bad smells, rubbish, hopelessness – negative words that you would associate with a rubbish dump. • Surprisingly, though, the search shows quite the opposite – music, children, culture, and the willpower to move forward/progress. This is because the children in this community have used the rubbish to make instruments, and this has enabled them to play in a community orchestra.
<p><i>(b) Possible evidence showing understanding of how the rubbish dump has transformed the lives of the children of Cateura.</i></p>	<ul style="list-style-type: none"> • Children are now able to learn an instrument using rubbish dump materials. • Children are now able to go to school, using the money made from the orchestra. 	<ul style="list-style-type: none"> • Children are able to learn an instrument, because they use the rubbish dump to make them. • Children are able to go to school using the money made from the orchestra, and are therefore able to have a better head-start in their lives. • Children travel widely with the orchestra and broaden their horizons. • If the orchestra had not been established, and instruments not made from the rubbish dump, the children would not have had these opportunities. 	<ul style="list-style-type: none"> • It has enabled the community to make instruments, so the local children can participate in the orchestra. • The children are learning how to play musical instruments, using resources from the rubbish dump. • Because they are part of an orchestra, the children are learning to work as a team and be part of a community. • The orchestra is able to finance their schooling and improve their future. • The children have been on tour, and the opportunity to play in the orchestra has broadened their horizons. • The rubbish dump has helped children become resourceful and use rubbish to make their own treasures – in this case musical instruments. • If the orchestra had not been established, and instruments not made from the rubbish dump, the children would not have had these opportunities.

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>(a) Possible evidence showing understanding of how the cultivation of cacao for chocolate benefits the environment of the Ecuadorian Amazon.</i></p>	<ul style="list-style-type: none"> • Communities now have an income with the production of chocolate. • They can plant with chocolate plantations. 	<ul style="list-style-type: none"> • Communities now have an alternative income with the production of chocolate. • Therefore, they do not hunt as much, preserving wild animal species. • They can re-plant deforested areas with chocolate plantations. 	<ul style="list-style-type: none"> • Preserving the majestic big trees, by planting cacao in deforested areas. • Using the land to cultivate chocolate for the future.
<p><i>(b) Possible evidence showing understanding of how chocolate has changed the lives of the Waorani.</i></p>	<ul style="list-style-type: none"> • Chocolate production helps the communities economically. • The initiative has helped women give health/education to the children. 	<ul style="list-style-type: none"> • The initiative has helped women prepare their children for the future, and support their education/health. • It has brought women together with a common cause – the cultivation of chocolate and the reuse of their ancestors’ handicraft skills. 	<ul style="list-style-type: none"> • The initiative has helped women prepare their children for the future, because there is a guaranteed income – therefore they can support their children’s education and health. • It has brought women together with a common cause – the cultivation of chocolate and the reuse of their ancestors’ handicraft skills – and empowered them. More equalitarian society. • They are more conscious of their environment, and the need to protect it. • They are proud of their achievements – it has given women purpose and new skills. • Made the world aware of the tribal community and their actions.

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 – 7	8 – 12	13 – 18	19 – 24