

## Assessment Schedule – 2017

### 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 relevant 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	
Demonstrates <b>limited</b> or <b>no understanding</b> of the spoken texts.  Some information is correct. The candidate has not shown understanding of the <b>general meaning</b> (gist) of the spoken texts. The response is logically <b>inconsistent</b> , indicating misunderstanding.		<i>Demonstrates understanding</i> and <b>makes meaning of the information</b> and <b>varied perspectives</b> in the spoken texts.  Information is largely correct. The candidate has shown understanding of the general meaning of the spoken texts. The response is <b>consistent</b> .		<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> .  Information correctly includes relevant detail from the spoken texts. The candidate attempts to communicate implied meanings, and shows partial understanding of some nuances.		<i>Demonstrates thorough understanding</i> of the <b>implied meanings or conclusions</b> within the spoken texts.  Relevant information and varied perspectives, with supporting detail, are selected and expanded upon. The response shows understanding of nuance and meanings not obviously stated in the spoken texts.	
<b>N1</b> Shows <b>very little understanding</b> and does not convey the general meaning of the spoken texts.	<b>N2</b> Shows <b>little understanding</b> and does not convey the general meaning of the spoken texts.	<b>A3</b> Demonstrates <b>some understanding</b> of the spoken texts, and conveys <b>some</b> of the general meaning.	<b>A4</b> <b>Demonstrates understanding</b> of the spoken texts and conveys the general meaning.	<b>M5</b> Demonstrates <b>clear understanding</b> and unambiguously <b>communicates some</b> of the meaning by selecting relevant information and varied perspectives from the spoken texts.	<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.	<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.	<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.
<b>N0</b> No response; no relevant evidence							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of why Jorge wanted his grandmother to have a smartphone.</i></p>	<p><i>Identifying basic reasons why he wanted her to have a smartphone.</i></p>	<p><i>Providing detail to explain reasons why he wanted her to have a smartphone.</i></p>	<p><i>Expanding on detail.</i></p>
	<ul style="list-style-type: none"> <li>• He gets on well with her.</li>   <li>• To keep in contact because his family moved away from Malaga, where she lives.</li> <li>• It was her 80<sup>th</sup> birthday.</li>   <li>• It would be easier to keep in contact with her.</li> </ul>	<ul style="list-style-type: none"> <li>• He gets on better with his grandmother than with any other member of his family.</li>   <li>• His family used to live in the same city, Malaga, in the south, but they moved two years ago when his father got a job in the north.</li> <li>• When she turned 80, it seemed like a good idea that they buy her a smartphone.</li>   <li>• He thought it would be easier to keep in contact more often through Facebook, because, e.g.:             <ul style="list-style-type: none"> <li>- her Nokia phone was hard for her to use</li> <li>- it cost him money to call her landline</li> <li>OR</li> <li>- everyone could hear their conversation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• He has always got on really well with his grandmother. In fact, it may be that he gets on better with her than with any other member of his family.</li>   <li>• Before, he used to live in the same city, Malaga, in the south, but unfortunately they moved two years ago when his father got a new job in Bilbao, in the north. Therefore, this year when she turned 80, it seemed like a good idea that they buy her a smartphone.</li>   <li>• This way, he thought that they could keep in contact more often through Facebook. Before, she had a Nokia mobile that turned out to be difficult for her to use, and a landline. So, when he wanted to talk to her it cost him a lot of money to call her from his mobile, or he had to use the home landline, where everyone could hear their conversation.</li> </ul>



• She used it a lot (*see evidence for second point*).

• They thought she wouldn't know what to use the mobile for (*see evidence for second point*).

• His parents thought she wouldn't know what to use the mobile for (*see evidence for second point*). They assumed that because she was old, she would have no idea about applications, and how they could benefit her.

***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>Possible evidence showing understanding of whether the novel would be a good way for Spanish people to learn about New Zealand history.</i></p>	<p><i>Identifying basic reasons why the novel is a good way for Spaniards to learn about New Zealand history.</i></p>	<p><i>Providing detailed reasons why the novel is a good way to learn about New Zealand history.</i></p>	<p><i>Providing specific detailed reasons why the novel is a good way to learn about New Zealand history, and explaining why these are good reasons, by inferring.</i></p>
	<ul style="list-style-type: none"> <li>• Yes, because the story seems realistic:                             <ul style="list-style-type: none"> <li>- It's about two women from England who go to New Zealand.</li> <li>- It talks about the first rural colonies of New Zealand.</li> <li>- It talks about the tension /cultural clashes between Māori and English.</li> </ul> </li> <li>• Yes, because she includes Māori perspectives.</li> <li>• Yes, because she has been to New Zealand and spent time here.</li> </ul>	<ul style="list-style-type: none"> <li>• It has sold thousands of copies in Spain.</li> <li>• Yes, because the story seems realistic:                             <ul style="list-style-type: none"> <li>- It's based in the 19<sup>th</sup> century and it's about two women who emigrate from England to New Zealand to get married.</li> <li>- It's about their experiences in the first rural colonies of New Zealand, and the tensions and cultural clashes between Māori and English society.</li> </ul> </li> <li>• Yes, because she includes Māori culture, traditions, and beliefs because she thinks they are important.</li> <li>• Yes, because she worked in New Zealand briefly as a tourist guide.</li> <li>• She visited New Zealand twice.</li> </ul>	<ul style="list-style-type: none"> <li>• It has sold more than 350 000 copies in Spain alone, so Spanish people must find it interesting.</li> <li>• Yes, because the story <i>In the Land of the Long White Cloud</i> seems realistic:                             <ul style="list-style-type: none"> <li>- The story is based in the middle of the 19th century and its protagonists are two women who emigrate from England to New Zealand to get married. They meet each other on the ship and the novel tells us of their experiences, both during their journey and when arriving at their destination. Here, the women experience the rural life of the first colonies of New Zealand, and the tensions and cultural clashes between Māori and English society.</li> </ul> </li> <li>• Yes, because even though it is about two English women, she has made an effort to tell the Māori side of the story, as she believes that it's important that the Māori culture, its traditions, and beliefs, are reflected in the book.</li> <li>• Even the title is based on a Māori legend.</li> <li>• Yes, because she worked in New Zealand briefly as a tourist guide and has visited New Zealand on two occasions. Hence, she would have a better feel for New Zealand than someone who had never been here or spent little time here (<i>or similar</i>).</li> </ul>

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"><li>• Yes, because Spanish people don't know much about New Zealand (<i>or similar</i>).</li></ul><br><ul style="list-style-type: none"><li>• She has done research, e.g.:<ul style="list-style-type: none"><li>- She was in contact with a Māori person.</li><li>- She has done research online – websites about Māori culture.</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Yes, because Spanish people don't know much about New Zealand, apart from <i>The Lord of the Rings</i> and the All Blacks.</li><li>• Yes, because people in Europe don't know much about New Zealand's interesting history.</li></ul><br><ul style="list-style-type: none"><li>• Yes, because her story is very well researched, e.g.:<ul style="list-style-type: none"><li>- She has been in continuous contact with a Māori scientist who answered her questions.</li><li>- She has done extensive online research:<ul style="list-style-type: none"><li>• there are websites about all New Zealand towns</li><li>• also, Māori have web pages with all the information about their culture for younger generations.</li></ul></li></ul></li></ul> | <ul style="list-style-type: none"><li>• The interviewer states he doesn't know much about New Zealand apart from the All Blacks and <i>The Lord of the Rings</i>, so we can assume most Spanish people wouldn't know much about New Zealand.</li><li>• Yes, because people in Europe don't know much about New Zealand's interesting history. Therefore, it would be a great way to learn about New Zealand history, as Spanish people wouldn't know much to start with.</li><li>• Yes, because her story is very well researched and based on historical acts and facts.</li><li>• She has been in continuous contact with a Māori scientist who answered her numerous questions. Nevertheless, she gets the majority of the information from the internet. New Zealand has a very well documented history, and the archives of almost every town are on the web. Māori have web pages with all the information about their culture. They document them for their own children, as they are afraid that the younger generations will lose their traditions. So the information is all very authentic.</li></ul> |
|--|--|--|

- She likes history a lot.
- Her stories are based on facts (*or similar*).

- She likes history a lot and enjoys the documentation process. She investigates historical acts and facts, and bases her stories on them.

- She likes history a lot and enjoys the documentation process. She tries to investigate historical acts and facts, and constructs her fiction around them. So, the reader can be confident that what they are reading is an accurate description of what New Zealand was like at that time.
- No, because she has never lived in New Zealand, and she has only briefly worked here and visited as a tourist, so she has an outsider's point of view.

***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.***

<b>Question THREE</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p><i>(a) Possible evidence showing understanding of the ways listening to music can help you perform better in work or study.</i></p>	<p><i>Identifying ways listening to music can improve performance.</i></p>	<p><i>Providing detail to explain how listening to music can improve performance.</i></p>	<p><i>Providing specific detail and inference to fully justify how listening to music can improve performance</i></p>
	<ul style="list-style-type: none"> <li>• When listening to music, our brain secretes dopamine.</li> <li>• It makes you happy.</li>   <li>• It helps you concentrate.</li> <li>• It helps you be more productive.</li>   <li>• The University of Miami showed it helps you work faster and have better ideas.</li>   <li>• It prevents distractions.</li> </ul>	<ul style="list-style-type: none"> <li>• When listening to music, our brain secretes dopamine, which improves our mood and gives us pleasure.</li>   <li>• It also improves concentration, and therefore productivity, at work.</li>   <li>• The investigator from the University of Miami demonstrated this, after studying the effect of music on the workers of a small company. They finished their tasks more quickly and furthermore generated more original ideas than those who worked in silence.</li>   <li>• It protects from other distractions, as even the tiniest noise can break our concentration: from the tick-tock of a clock to a person on a computer.</li> </ul>	<ul style="list-style-type: none"> <li>• When listening to music, our brain secretes dopamine, which improves our mood and gives us pleasure. When you are happy, you work better, as you put more effort in when you enjoy what you are doing.</li>   <li>• It not only increases our happiness, but also improves our concentration, and therefore our productivity at work.</li>   <li>• The investigator from the University of Miami demonstrated this, after studying the effect of music on the workers of a small company. They finished their tasks more quickly and furthermore generated more original ideas than those who worked in silence. So it is more likely to help you with homework.</li>   <li>• The moment that we put our earphones in, we protect ourselves from other distractions. Because our brain has an unconscious attention system that keeps on working while we complete a task, even the tiniest noise can break our concentration: from the mere tick-tock of a clock to the sound of a person typing on a computer.</li>   <li>• Hence, wearing earphones and listening to music blocks out any noises that may distract us.</li> </ul>



<p><i>(b) Possible evidence showing understanding of whether the music played at the end would be a good piece of music to help you study.</i></p>	<p><i>Justifying response with basic reasons identified in the text.</i></p>	<p><i>Justifying response by giving detailed reasons identified in the text, and linking them.</i></p>	<p><i>Justifying response with specific detailed reasons from the text, and connecting these to their own thoughts about the music sample.</i></p>
	<p>It would <b>NOT</b> help me study because, e.g.:</p> <ul style="list-style-type: none"> <li>• It is too complex and/or chaotic.</li> <li>• It is too distracting.</li> <li>• I don't like it.</li> </ul> <p>It <b>WOULD</b> help me study because, e.g.:</p> <ul style="list-style-type: none"> <li>• It's not too complex and/or chaotic.</li> <li>• It is not too simple and/or repetitive and/or predictable.</li> <li>• I like it.</li> </ul>	<p>It would <b>NOT</b> help me study because, e.g.:</p> <ul style="list-style-type: none"> <li>• Very complex and chaotic rhythms don't work.</li> <li>• It would make me more distracted.</li> <li>• I don't like it, and it is important that individuals personally choose what type of music helps them.</li> </ul> <p>It <b>WOULD</b> help me study because, e.g.:</p> <ul style="list-style-type: none"> <li>• It is in between, and a study reveals that our brain prefers this style of music: neither very predictable nor very chaotic.</li> <li>• Simple repetitive rhythms don't help because they are very boring.</li> <li>• I like it, and it is important that individuals personally choose what type of music helps them.</li> </ul>	<p>It would <b>NOT</b> help me study because:</p> <ul style="list-style-type: none"> <li>• Very complex and chaotic rhythms don't work (<i>or similar</i>). It would make it hard for me to concentrate and think of good ideas. Also ...</li> <li>• It's not convenient to have a style of music that generates distractions instead of avoiding them (<i>or similar</i>). <i>Explanation of why the sample is distracting.</i></li> <li>• In her study, the investigator highlighted the importance that individuals personally choose what type of music helps them, as personal preferences are of vital importance.</li> </ul> <p>It <b>WOULD</b> help me study because:</p> <ul style="list-style-type: none"> <li>• According to some experts, the key is in finding the midpoint. And this is found in funk rhythms like those of James Brown or Carlos Jean. A study reveals that our brain has greater preference for this style of music: neither very predictable nor very chaotic. <i>Explanation of why the sample fits the description above.</i></li> <li>• A simple repetitive rhythm doesn't help, as it turns out to be very boring.</li> <li>• In her study, the investigator highlighted the importance that individuals personally choose what type of music helps them, as personal preferences are of vital importance.</li> </ul>

**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**

<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
0 – 8	9 – 13	14 – 18	19 – 24