

## Assessment Schedule – 2018

### Spanish: Demonstrate understanding of a variety of extended spoken Spanish texts (91568)

#### Assessment Criteria

| Achievement  | Achievement with Merit   | Achievement with Excellence  |
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| <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  |  |
|--|---|--|---|---|---|---|--|
| <p>Demonstrates <b>limited</b> or <b>no understanding</b> of the spoken texts.</p> <p>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.</p> |   | <p><i>Demonstrates understanding</i> and <b>makes meaning of the information</b> and <b>varied perspectives</b> in 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 <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 attempts to communicate implied meanings, and shows partial understanding of some nuances.</p> |   | <p><i>Demonstrates thorough understanding</i> of the <b>implied meanings or conclusions</b> within the spoken texts.</p> <p>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.</p> |  |
| <p><b>N1</b><br/>Shows <b>very little understanding</b> and does not convey the general meaning of the spoken texts.</p>   | <p><b>N2</b><br/>Shows <b>little understanding</b> and does not convey the general meaning of the spoken texts.</p> | <p><b>A3</b><br/>Demonstrates <b>some understanding</b> of the spoken texts, and conveys <b>some</b> of the general meaning.</p>   | <p><b>A4</b><br/><b>Demonstrates understanding</b> of the spoken texts and conveys the general meaning.</p> | <p><b>M5</b><br/>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.</p>   | <p><b>M6</b><br/>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><br/>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><br/>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>  |   |  |   |   |   |   |  |

| <b>Question ONE</b>   | <b>Achievement</b>   | <b>Achievement with Merit</b>   | <b>Achievement with Excellence</b>  |
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| <p><i>(a) Possible evidence showing understanding of the early history of the kūmara and how it arrived in New Zealand.</i></p> | <p><i>Demonstrates understanding of the text, including basic information about the history of the kūmara and how it arrived in New Zealand.</i></p>   | <p><i>Demonstrates clear understanding of the text, including detailed information about the history of the kūmara and how it arrived in New Zealand.</i></p>   | <p><i>Demonstrates thorough understanding of the text, including specific detail about the history of the kūmara and how it arrived in New Zealand.</i></p>   |
|   | <ul style="list-style-type: none"> <li>• Kūmara is native to the Americas.</li> <li>• Kūmara was grown in Peru.</li> <br/> <li>• Polynesians went to the coast of South America / south of Chile.</li> <li>• They took kūmara to New Zealand.</li> <br/> <li>• Māori are their descendants.</li> </ul> | <ul style="list-style-type: none"> <li>• The kūmara is native to the Americas and it was grown by civilisations of Peru.</li> <li>• Polynesian navigators went to the south of Chile on the west coast of South America.</li> <li>• They traded kūmara and took the kūmara with them when they left</li> <br/> <li>• The first Māori were descendants of Polynesian navigators and arrived in New Zealand in big canoes or waka.</li> <li>• They used the stars to guide them.</li> </ul> | <ul style="list-style-type: none"> <li>• The Kumara is native to the Americas and it was grown by civilisations of Peru about 8000 years ago.</li> <li>• Increasingly, more tests suggest that Polynesian navigators arrived in the south of Chile on the west coast of South America and exchanged their chickens for kūmara. Then, they took the kūmara with them when they left.</li> <li>• It is thought that the first Māori were descendants of those Polynesian navigators and that they arrived in New Zealand in big canoes or waka, using their knowledge of the stars to guide them</li> </ul> |

| <p><i>(b) Possible evidence showing understanding of the reasons for the importance of kūmara to Māori.</i></p> | <p><i>Identifies basic reasons why the kūmara became important.</i></p>  | <p><i>Provides detailed information about the importance of the kūmara.</i></p>  | <p><i>Gives specific detail about the importance of the kūmara, and infers why this detail made the kūmara so important.</i></p>   |
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|   | <ul style="list-style-type: none"> <li>• New Zealand is cold.</li> <li>• Their food didn't grow.</li> <li>• Kūmara adapted well.</li> <br/> <li>• Māori had kūmara gardens.</li> <li>• They cooked them in hāngi.</li> <br/> <li>• They had a god of kūmara.</li> <br/> <li>• It is still popular in New Zealand.</li> <li>• It is a main hāngi ingredient.</li> <li>• The kūmara has been an important part of the Māori diet and culture for a long time.</li> </ul> | <ul style="list-style-type: none"> <li>• New Zealand's climate is cooler than Polynesia, and many of their foods didn't grow well.</li> <li>• However, kūmara adapted very well to the climate.</li> <br/> <li>• Māori developed big gardens to cultivate kūmara, and they cooked them in earth ovens called hāngi.</li> <br/> <li>• One of the most important Māori gods was god of the kūmara.</li> <li>• Rongo / Rongomātāne, was god of the kūmara</li> <br/> <li>• It is still popular in New Zealand, and a main ingredient of the hāngi.</li> </ul> | <ul style="list-style-type: none"> <li>• The climate of New Zealand is a lot colder than the tropical islands of Polynesia, and many of the foods that they brought didn't grow well. However, kūmara adapted very well to the climate. Therefore, it became an important source of food.</li> <br/> <li>• Māori developed big gardens to cultivate kūmara, and they cooked them in earth ovens called hāngi. They were important, as they could be grown.</li> <br/> <li>• The kūmara was so important that they had a god for it.</li> <li>• One of the most important gods of Māori mythology, Rongo or Rongomātāne, was god of the kūmara.</li> <br/> <li>• Kūmara was so important and became such a part of their culture that today the kūmara continues to be popular in New Zealand, and it is still a key ingredient in the hāngi.</li> <li>• A long time before Christopher Columbus crossed the Atlantic the Polynesian ancestors of Māori had already crossed the Atlantic, and the kūmara had become an indispensable part of their diet and their culture.</li> </ul> |



| <b>Question TWO</b>   | <b>Achievement</b>  | <b>Achievement with Merit</b>   | <b>Achievement with Excellence</b>  |
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| <p><i>(a) Possible evidence showing understanding of the host's attitude towards happiness.</i></p> | <p><i>Demonstrates understanding of the text, including basic detail to demonstrate the host's opinion.</i></p>   | <p><i>Demonstrates clear understanding of the text, including detailed evidence from the text to demonstrate the host's opinion.</i></p>  | <p><i>Demonstrates thorough understanding of the text, including specific detail to demonstrate the host's opinion, and using this detail to infer her opinion.</i></p>   |
|   | <ul style="list-style-type: none"> <li>• Everyone wants to be happy.</li> <br/> <li>• We are obsessed with happiness.</li> <li>• Friends' profiles.</li> <li>• Self-help books.</li> <li>• There is a lot of medication.</li> <br/> <li>• Happiness is not constant.</li> <li>• You cannot find happiness.</li> <li>• All emotions are important for our well-being.</li> </ul> | <ul style="list-style-type: none"> <li>• Currently, it seems that all of us are happy, or that we are trying to be happy.</li> <br/> <li>• Our modern culture is obsessed with happiness.</li> <li>• Friends' profiles on social networks show happy lives.</li> <li>• Self-help books tell us how to find happiness.</li> <li>• There is a lot of medication to eliminate negative thoughts.</li> <li>• Sadness is strange / weird.</li> <br/> <li>• Happiness is not a constant state. It is not something we can find.</li> <li>• You have to feel all emotions because each one of them is important for our mental and physical well-being.</li> </ul> | <ul style="list-style-type: none"> <li>• She thinks our modern culture is obsessed with happiness. We are surrounded by happy people and by information on how to be happy. They train us to believe that sadness is something strange. Friends' profiles on social networks show happy lives, self-help books bombard us with advice about how to find happiness, and the pharmaceutical industry offers us increasingly more medication that will eliminate our negative thoughts.</li> <br/> <li>• She thinks we need to change the way we view happiness, as true happiness is not a constant state, so we must stop talking about it as if it were something that we could "find". You have to feel all emotions, because each one of them plays an important role in our mental and physical wellbeing. She thinks that the importance we place on happiness is unhealthy.</li> </ul> |

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| <p><i>(b) Possible evidence showing understanding of the advice the host might give to the caller.</i></p> | <p><i>Demonstrate understanding of the text, including basic details to articulate potential advice that the host may give.</i></p>  | <p><i>Demonstrate clear understanding of the text, and combine detailed information from the host and caller to articulate potential advice the host may give.</i></p>  | <p><i>Demonstrate thorough understanding of the text, and combine specific detailed information from the host and caller in order to infer possible advice that the host may give.</i></p>  |
|  | <ul style="list-style-type: none"> <li>• Don't try to escape sadness.</li> <br/> <li>• Sadness is important because:             <ul style="list-style-type: none"> <li>- It helps us reflect.</li> <li>- It helps us learn from errors.</li> <li>- It helps us take a break.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Don't try to escape your sadness, and don't try to distract yourself from it with other activities, because it is always there.</li> <br/> <li>• Sadness is important because:             <ul style="list-style-type: none"> <li>- It helps us reflect on life.</li> <li>- It helps us learn from our errors and take a break.</li> <li>- It helps us not use up energy during a difficult time.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• She might tell him not to ignore it, because many people spend their lives trying to escape sadness, so we invent numerous activities and distractions in order to not experience it; but in some way, it is always present there. Hence, trying to ignore it could be detrimental to his health.</li> <br/> <li>• Sadness is an emotion that indicates a lack of something, it tells us that we have lost something that we considered important. It makes us reflect on our lives. It helps us to learn from our errors, take a break, and not use up the little energy that we have during a difficult period.</li> </ul> <p>Don't worry about the exam, etc <i>(see evidence below)</i>, use this time to take a break and reassess, and think about what you could do next.</p> |

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| <ul style="list-style-type: none"><li>• He is an intelligent student and studies a lot.</li><li>• He failed his Biology exam.</li><li>• He needs a good grade to study medicine.</li><li>• His mother wants him to be a doctor.</li></ul> | <ul style="list-style-type: none"><li>• He is quite an intelligent student, gets good grades, and studies a lot. However, he thinks he failed his Biology exam.</li><li>• He is very sad, because he needs a good grade to study medicine at university. His mother wants him to be a doctor.</li></ul> | <ul style="list-style-type: none"><li>• He would say that he's quite an intelligent student, he has always got good grades, and he studies a lot. The problem is that he thinks he failed his Biology exam the other day. He is very sad because he needs to get a good grade to be able to study medicine at university. His mother has always wanted him to be a doctor.</li><li>• It might be a good time for him to take a step back and reassess what he wants to do. Does he want to be a doctor, or is that only his mother's dream? Maybe that is why he failed the exam.</li></ul> |
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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.***

| <b>Question THREE</b>   | <b>Achievement</b>   | <b>Achievement with Merit</b>  | <b>Achievement with Excellence</b>   |
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| <p><i>(a) Possible evidence showing understanding of how technological innovation has affected our consumption of electronic devices.</i></p> | <p><i>Demonstrates understanding of the text, including basic reasons for the change in consumption habits of electronic devices.</i></p>  | <p><i>Demonstrates clear understanding of the text, including detailed reasons for the change in consumption habits of electronic devices.</i></p>   | <p><i>Demonstrates thorough understanding of the text, including reasons with specific detail, and explaining why these reasons make people change their consumption habits of electronic devices.</i></p>   |
|   | <ul style="list-style-type: none"> <li>• New innovation.</li> <li>• Now it's cheap.</li> <li>• Easy to use.</li> <br/> <li>• Development.</li> <li>• Consumerism.</li> <li>• New models coming out.</li> <li>• Cheaper devices.</li> </ul> | <ul style="list-style-type: none"> <li>• Recent technological innovation.</li> <li>• Technology was expensive and complex.</li> <li>• It is now cheap and easy to use in everyday life.</li> <br/> <li>• Constant technological development linked to consumerism.</li> <li>• Devices become obsolete faster due to:                             <ul style="list-style-type: none"> <li>- New models coming out.</li> <li>- More accessibility due to lower prices.</li> <li>- People wanting the latest thing.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Technological innovation in recent decades has made it possible that technologies that were originally expensive, complex, and for a certain market, are today cheap, simple, and easily usable in daily life. Because of this, people are not as concerned with making their device last for as long, because they will be able to get a new and better one for little money. Hence, they buy new ones more often, and throw away their old ones.</li> <li>• This constant technological development, linked to consumerism, has a terrible consequence. New functionalities and models of devices, greater accessibility through the decrease in prices, and the constant offer of “the latest thing” make these electronic products become obsolete increasingly faster. People constantly want to update their technology, so throw away their old technology.</li> </ul> |

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| <p><i>(b) Possible evidence showing understanding of whether the consumers, the manufacturers, or both are to blame.</i></p> | <p><i>Demonstrates understanding of the text, including basic detail to justify answer. Identifies basic reasons to justify the role that both play.</i></p>   | <p><i>Demonstrates clear understanding of the text, including detail to justify answer. Expands on the role that both play.</i></p>   | <p><i>Demonstrates thorough understanding of the text, including comparing and contrasting both sides of the argument by using specific detail.</i></p>   |
|  | <p>It is the fault of the consumers because:</p> <ul style="list-style-type: none"> <li>• Young people today always want the latest technology, and they compete to see who has the latest phone.</li> </ul> | <p>It is the fault of the consumers because:</p> <ul style="list-style-type: none"> <li>• They throw away products in perfect condition.</li> <li>• Society has a consumerist mentality.</li> </ul> | <p>It is the fault of the consumers because:</p> <ul style="list-style-type: none"> <li>• The problem is with the consumerist mentality that our society has. Young people today always want the latest technologies, and they compete amongst themselves to see who has, for example, the newest phone.</li> <li>• Although manufacturers prepare products to stop working after a time, they would not do this if there was not a demand from the consumer for the next best thing.</li> <li>• Although manufacturers continuously bombard us with publicity, this is a reality of the world we live in, and consumers need to make better choices.</li> <li>• Manufacturers wouldn't produce such products if there was no demand for them.</li> </ul> |

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|  | <p>It is the fault of the manufacturers because:</p> <ul style="list-style-type: none"> <li>• Their products stop working after a while.</li> <li>• They bombard us with publicity.</li> </ul> | <p>It is the fault of the manufacturers because:</p> <ul style="list-style-type: none"> <li>• They prepare their products so they stop working after a time, and you have to buy a new one.</li> <li>• There are frequently compatibility problems, and they continuously bombard us with publicity.</li> </ul> | <p>It is the fault of the manufacturers because:</p> <ul style="list-style-type: none"> <li>• They prepare their products so they stop working after a time, and in this way, you have to buy a new one.</li> <li>• Although society today has a consumerist mentality – young people always want the latest technologies and they compete amongst themselves to see who has, for example, the newest phone – this “want” is created by manufacturers who make consumers think that they need the next best thing.</li> </ul> |
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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.***

**Cut Scores**

| Not Achieved | Achievement | Achievement with Merit | Achievement with Excellence |
|--------------|-------------|------------------------|-----------------------------|
| 0 – 8        | 9 – 14      | 15 – 19                | 20 – 24                     |