

Assessment Schedule – 2020

Spanish: Demonstrate understanding of a variety of spoken Spanish texts on areas of most immediate relevance (90908)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information, ideas, and / or opinions in the texts.</p> <p>Responses as a whole show an understanding of the general meaning (gist) of the texts.</p>	<p><i>Demonstrating clear understanding</i> involves selecting relevant information, ideas, and / or opinions from the texts and communicating them unambiguously.</p> <p>Responses as a whole show a clear understanding of the content of the texts. Information is selected and connected to provide responses supported by relevant detailed examples from the texts.</p>	<p><i>Demonstrating thorough understanding</i> involves expanding on relevant information, ideas, and / or opinions, with supporting detail, to show understanding of the meanings or conclusions implied within the texts.</p> <p>Responses as a whole show a comprehensive understanding of the content and underlying meaning of the texts, including nuance and meanings not obviously stated in the texts.</p>

Evidence

N1	N2	A3	A4	M5	M6	E7	E8
Shows very little understanding and does not communicate the general meaning of the text.	Shows little understanding and does not communicate the general meaning of the text.	Demonstrates some understanding and communicates some of the general meaning of the text.	Demonstrates understanding and communicates the general meaning of the text.	Demonstrates clear understanding and unambiguously communicates some of the meaning by selecting and using relevant supporting detail from the text.	Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting and using relevant supporting detail from the text.	Demonstrates thorough understanding and communicates some of the implied meanings by providing supporting detail from the text to justify conclusions.	Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the text to fully justify conclusions.

N0 = No response; no relevant evidence.

Cut Scores

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

Sample Evidence

What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.

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

Quoting or direct translation alone are not sufficient evidence that the candidate understands the meaning of the text **clearly** or **thoroughly**.

The overall grade for a question must be judged after considering how much of the text as a whole has been understood, and to what depth. Refer to the Evidence statements above.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) <i>Demonstrates understanding of the physical description, personality, and likes and dislikes of Valentina's friends.</i></p>	<p>Marcos</p> <ul style="list-style-type: none"> • Short, long black hair, wears glasses. • Has lots of friends. • He loves to read and watch movies. • He doesn't like maths. <p>Daniela</p> <ul style="list-style-type: none"> • She is fun. • She has short brown hair and blue eyes. • Loves sport. 	<p>Marcos</p> <ul style="list-style-type: none"> • He is quite short; he has long black curly hair and wears glasses. • He is very intelligent and relaxed. • He is friendly, open and has lots of friends. • He loves to read and watch movies. He has seen more movies than anyone! • He doesn't like maths; he prefers more artistic subjects. <p>Daniela</p> <ul style="list-style-type: none"> • She is fun, happy and has a good sense of humour. • She has very short, straight brown hair and blue eyes. • She loves sports and is a very good footballer. • She doesn't like to rest; she prefers to be active. 	

<p>(b) <i>Demonstrates understanding of whether Valentina’s school friendships are likely to last forever.</i></p>	<ul style="list-style-type: none"> • Friends are important. • Her friends are there for her. • They are like family. • Friends change a lot. • Best friends are for life. 	<ul style="list-style-type: none"> • Valentina’s friends are very important to her. • They are like siblings (brother / sister). • Friends are there for you. • Friends help with problems and talk to you. • You lose contact with some friends, but you get to know new people. • Sometimes friendships are difficult and complicated. • Valentina has known Daniela since they were small. • She has known Marcos for two years. 	<ul style="list-style-type: none"> • Valentina’s best friends are always there if she needs them, and they are like family to her. However, in Valentina’s experience, friends change a lot; she says people lose contact with some friends but get to know new people. This means that wherever she is, she feels she can always have friends to talk to and help her. • Valentina’s answer implies she has had experience with friendship changes but has maintained friendships with Daniela and Marcos. • Sometimes friendships are difficult and complicated, but best friends are for life! This implies that she thinks that she will stay friends with both Marcos and Daniela for her whole life. • Valentina has known Daniela since they were small and has known Marcos for two years since he started at her school – due to the length of time they have known each other it shows they have an enduring friendship.
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) <i>Demonstrates understanding of what Aida’s routine and lifestyle used to be like.</i></p>	<ul style="list-style-type: none"> • It wasn’t very good. • Woke up at 7 a.m. • Did not have breakfast. • Went to school by bus. • Watched movies and played video games. • Didn’t do sport or exercise. • Did not eat fresh food. • Drank too much coffee. • Was always tired and hungry. 	<ul style="list-style-type: none"> • She didn’t have breakfast as she never had the time. • At night, she used to watch movies on the computer or play video games until midnight. • She did not do any sport or exercise because she hated it! • She did not eat any fresh food, such as vegetables or fruit. • She was always tired and hungry in class. 	<ul style="list-style-type: none"> • Aida didn’t have breakfast because she never had time, so started the day badly with no nutrition. • At night, she used to watch movies on the computer or play video games until midnight, so she didn’t have good sleeping habits and would be tired during the day. • She did not do any sport or exercise because she hated it! She could have walked or biked to school to get some exercise, instead of taking the bus. • She did not eat any fresh food, such as vegetables or fruit, and as a result was always tired and hungry in class. This would not have helped her do her schoolwork.
<p>(b) <i>Demonstrates understanding of the advantages of Aida’s new routine and lifestyle.</i></p>	<ul style="list-style-type: none"> • Aida now plays netball. • She has many new friends. • Her new friends are sporty. • She gets up at 6 a.m. • Her diet is better than before. • She drinks more water. • She goes to bed earlier, at 10 p.m. • She is nicer and more patient. 	<ul style="list-style-type: none"> • Aida loves her new life now, and is like a new person. • She now plays netball three times a week. • She has made many new friends in the netball team. • Her new friends are very sporty; they get up at six o’clock in the morning and go to the gym together, then walk to school. • Her diet is better than before and she can concentrate more in class. • She drinks more water and doesn’t have headaches like she used to. • She goes to bed earlier, around 10 p.m., after doing her homework. • She has more energy and feels calmer and more optimistic. 	<ul style="list-style-type: none"> • Aida went to the doctor and he told her that she had to change her routine and diet. She says, “how stressful!” which implies that she found the idea of making these changes overwhelming and difficult. • Despite the initial stress of making the changes, she says that she loves her life now and she is like a new person. • She has made many new friends in the team, so not only is she getting more exercise than before, playing in a team has allowed her to make new friends. • Her new friends are very sporty; they get up at six in the morning and go to the gym together, then walk to school.

- Her parents say that she is nicer and more patient than before. She is happy with this.

She is having fun while doing exercise with her new friends.

- **Her new friends are clearly a good influence on her.**

It is easier to do exercise as part of a group and with friends.

- She drinks more water and doesn't have headaches like she used to. **This implied that she didn't used to drink much water** – she drank too much coffee. **She was dehydrated and this was causing the headaches.**
- **As a result of all the positive changes in her diet and routine, Aida has more energy and feels calmer and more optimistic.**
- **Even her parents have noticed a positive change** in her personality caused by an improvement in diet and routine. They say that she is nicer and more patient than before. She is happy with this.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) <i>Demonstrates understanding of Maria’s training routine.</i></p>	<ul style="list-style-type: none"> • Maria gets up very early in the summer. • She cycles between 5 a.m. and 10 a.m. • She has toast and two eggs for breakfast. • She goes to the pool for one hour three times a week. • In winter, if it is raining and windy, she goes to the gym. 	<ul style="list-style-type: none"> • Maria gets up very early in the summer as she does not want to get too hot. • She cycles between 5 a.m. and 10 a.m. • She has breakfast before she leaves; she has toast and two eggs to give her the energy she needs. • In the afternoons, she goes to the pool for one hour, three times a week. • In winter, if it is raining and windy, she goes to the gym, but she does not like it. 	<ul style="list-style-type: none"> • Maria gets up very early in the summer as she does not want to get too hot while she is training, hence she cycles between 5 a.m. and 10 a.m. • She has breakfast before she leaves; toast and two eggs to give her the nutrition she needs for cycle training. • In the afternoons, after training, she goes to the pool for one hour, three times a week. • In winter, if it is raining and windy, she goes to the gym instead of cycling, but she does not like it as she prefers to cycle on the road.
<p>(b) <i>Demonstrates understanding of the advice Maria would give someone wanting to start cycling.</i></p>	<p>Based on Maria’s experience:</p> <ul style="list-style-type: none"> • Cycling is fun and can become an important part of life. • It reduces stress. • It helps concentration. • Cycling can be done with friends. 	<p>Based on Maria’s experience:</p> <ul style="list-style-type: none"> • Cycling is her life! It helps her with her personal life. • Cycling helps relieve stress and can help with concentration. • She says it is also important to rest and eat healthy food, as well as go out with friends. • She often goes cycling with friends and has a great time. 	<p>Based on Maria’s experience:</p> <ul style="list-style-type: none"> • Maria has been cycling since she was 3 years old when her parents bought her a bike for Christmas. The fact that her parents bought her the bicycle makes it important and extra special to her. • Cycling is her life! It helps her with her personal life. It results in less stress and greater concentration. Sport is beneficial to your health and well-being in general. • She also says that it’s important to rest and eat healthily, as well as go out with friends. When you do something in an enjoyable manner, it’s not a chore anymore. Life balance is very important. • She often goes cycling with friends and has a great time. This is good for her well-being and life balance.