

## Assessment Schedule – 2021

### Spanish: Demonstrate understanding of a variety of Spanish texts on areas of most immediate relevance (90911)

#### Assessment Criteria

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

#### Evidence

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

**N0** = No response; no relevant evidence.

#### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 13	14 – 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	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<b>ONE</b>	<p>Carlos Ortiz Méndez</p> <ul style="list-style-type: none"> <li>• Carlos is spending the holidays at his grandparents' house.</li> <li>• Carlos is spending the holidays at his grandparents' house <u>because his granddad is sick, and he will be busy helping out.</u></li> <li>• Señor García recommends limiting the use of mobile phones.</li> <li>• <u>Señor García recommends limiting the use of mobile phones and screen time to no more than 30 minutes. However, Carlos needs to phone his parents daily to let them know how granddad is doing and every night he watches a movie with his grandparents, to spend quality time with them.</u></li> <li>• Señor García recommends doing two hours of sports a day, <u>but Carlos would struggle to do that much exercise as he is doing chores and shopping for his grandparents.</u> <b>Perhaps by doing chores he will be getting some exercise anyway.</b></li> <li>• <u>He will not struggle to eat a healthy diet because his grandma cooks very healthy food.</u></li> <li>• <b>Carlos might not struggle to get 10 hours of sleep because old people tend to go to bed earlier.</b></li> </ul> <p>Sofía Hernández Muñoz</p> <ul style="list-style-type: none"> <li>• <u>Señor García recommends eating meat for protein and Sofía would find this hard because she is vegetarian. There are other foods she can eat for protein.</u></li> <li>• <u>Señor García recommends drinking more than two litres of water, but Sofía thinks this is too much, and she prefers fizzy / sugary drinks to water.</u></li> <li>• <u>Getting 10 hours of sleep would also be a problem for Sofía as she loves to go out with her friends during the holidays. This is probably because it's summer and there are lots of places to go.</u></li> </ul>	<p>Explains why each student will find it hard to follow Señor García's holiday fitness plan, in general terms.</p>	<p>Explains why each student will find it hard to follow Señor García's holiday fitness plan, making links, <u>underlined</u>-type evidence.</p>	<p>Explains why each student will find it hard to follow Señor García's holiday fitness plan, may infer meaning, <b>bold</b>-type evidence.</p>

Alberto Ortega Rubio

- Alberto agrees with Sofía and Carlos about Señor García's recommendations.
- He sleeps only 6 to 7 hours a night, and **he believes young people don't need as much sleep as adults do.**
- He is not able to do two hours of sports or exercise a day because he works from 9 a.m. to 7 p.m. in a shop.
- After a long day at work, he relaxes by either playing video games or watching a TV series. **He definitely spends more than 30 minutes in front of a screen, but doesn't think this is a bad thing. It is his way of winding down.**
- He is probably a healthy eater because he has home-made food, rather than store-bought food. **As he has only a half-hour lunch, he brings lunch from home.**
- Alberto thinks Señor García's idea about dancing or playing games as a form of exercise is stupid and childish.

Question	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<b>TWO</b>				
(a)	<ul style="list-style-type: none"> <li>• Antonio loves staying at home all day in his PJs.</li> <li>• <u>Antonio loves staying at home all day in his PJs. It means he does not have to wear an uncomfortable school uniform.</u></li> <li>• He doesn't have to get up early any more.</li> <li>• <u>He doesn't have to get up early and gets to sleep in. He can stay in bed until the last minute, then get up, have breakfast and then go straight to the computer.</u></li> <li>• He chooses when to eat.</li> <li>• <u>He chooses when to take a break, have a drink or have something to eat. He is not tied to school break times.</u></li> <li>• He spends less time playing video games or watching movies in the evening.</li> <li>• <u>As he is spending a lot of time online for his subjects, he now spends less time playing video games or watching movies in the evening.</u></li> </ul>	Explains what is good about being at home and learning online, in general terms.	Explains what is good about being at home and learning online, making links, <u>underlined</u> -type evidence	
(b)	<ul style="list-style-type: none"> <li>• He sometimes finds it hard to get up on time.</li> <li>• <u>He sometimes finds it hard to get up on time, as he no longer has to get up in time to catch a bus.</u></li> <li>• <u>He sometimes finds it hard to get up on time, as he no longer has to get up in time to catch a bus. <b>His routine is very different now, less rigid.</b></u></li> <li>• Some subjects are harder to learn online, such as science.</li> <li>• <u>Some subjects, such as science, are harder to learn online. He is no longer able to ask the teacher questions every 5 minutes and he doesn't like to speak in front of everyone. <b>He feels self-conscious and so prefers to ask questions at the end of the lesson. This is a little harder to do online.</b></u></li> <li>• There is a lot of reading to do before the science class.</li> <li>• <u>There is a lot of reading to do before the science class and then they do the exercises in class, but he doesn't understand them, <b>so he will need to work harder.</b></u></li> </ul>	Explains what difficulties Antonio is experiencing at home, in general terms.	Explains what difficulties Antonio is experiencing at home, making links, <u>underlined</u> -type evidence.	Explains what difficulties Antonio is experiencing at home, may infer meaning, <b>bold</b> -type evidence.

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| <ul style="list-style-type: none"><li>• He misses his friends.</li><li>• <u>He misses spending time with friends, chatting and playing soccer during morning tea and lunch.</u> <b>Instead he spends time in the kitchen with his mum while she prepares the food. It is not the same as being with his friends.</b></li><li>• His eyes hurt from staring at the computer all day.</li><li>• <u>He gets headaches and red eyes from being on the computer all day.</u></li><li>• The days are longer when you are learning online.</li><li>• <b>There is less structure in the day and so the days feel longer when you are learning online.</b></li></ul> |  |  |  |
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Question	Evidence		Achievement with Merit	Achievement with Excellence
<b>THREE</b>				
(a)	<p><b>Positive experiences</b></p> <p>Cooking class</p> <ul style="list-style-type: none"> <li>• The class cooked tapas.</li> <li>• <u>The class cooked tapas of calamari, tomato with olive oil, a potato omelette and some churros with chocolate. These are typical tapas from Spain.</u></li> <li>• The food was delicious.</li> <li>• <u>The food was delicious, and Maria got to learn how to cook typical Spanish dishes, which she can now make at home.</u></li> </ul> <p>Dance competition</p> <ul style="list-style-type: none"> <li>• Latin music was used for the dance competition.</li> <li>• <u>Latin music was used for the dance competition, which is very popular with the students.</u></li> <li>• Everyone was put into groups. <u>There were five groups.</u></li> <li>• There was a prize for the best group, <u>so everyone was motivated to win and tried their hardest.</u></li> <li>• They spent two hours with a dance teacher.</li> <li>• They spent two hours with a dance teacher, learning new moves.</li> <li>• <u>Maria would be able to use some of the dance moves for her end-of-year dance.</u></li> </ul> <p>Five-minute conversations</p> <ul style="list-style-type: none"> <li>• Maria loved the five-minute conversations activity.</li> <li>• She got to ask her classmates lots of questions.</li> <li>• <u>Maria was able to ask her classmate lots of questions and found out lots of information about the other students.</u></li> <li>• She got to practise her Spanish.</li> <li>• <u>She got to practise her Spanish and felt it improved as a result.</u></li> <li>• She made a new friend.</li> </ul>	Explains what the positive and negative experiences of the international languages' day for Maria, in general terms.	Explains what the positive and negative experiences of the international languages' day for Maria, making links, <u>underlined</u> -type evidence	

	<p><b>Negative experiences</b></p> <p>Cooking class</p> <ul style="list-style-type: none"> <li>• It was expensive.</li> <li>• <u>They had to pay \$10 to participate, to make the food and eat it.</u></li> <li>• <u>It was expensive and, although they got to eat the food, they also had to prepare the food, cook it and then clean up the kitchen afterwards.</u></li> <li>• The activity took 3 hours.</li> <li>• <u>The activity took quite a long time, 3 hours.</u></li> <li>• <u>The activity lasted 3 hours, which is quite long for one activity. This was mainly because of all the preparation that had to be done as well as the tidying up afterwards.</u></li> </ul> <p>Dance competition</p> <ul style="list-style-type: none"> <li>• They had to dance in front of the language teachers.</li> <li>• <u>They had to dance in front of the language teachers, who were going to judge the competition.</u></li> <li>• <u>Dancing in front of the language teachers was very stressful.</u></li> <li>• Maria's team didn't win.</li> <li>• <u>Maria's team didn't win and were not very happy.</u></li> </ul>			
(b)	<p>In the positive Maria enjoyed the day overall because:</p> <ul style="list-style-type: none"> <li>• The five-minute conversation activity was great fun.</li> <li>• <b>Making a new friend was a more positive experience than dancing in front of the language teachers, which she didn't enjoy and found stressful.</b></li> <li>• <b>With the five-minute activity she felt her language skills improved and probably thought that the activity could have been a little longer as she got to practise speaking Spanish, while learning new things about her classmates.</b></li> <li>• <b>Although it was sad not to win the dance competition, and a little stressful, she could use the new Latin dance moves at the end-of-year dance.</b></li> <li>• <b>She would be able to wow her family with her new cooking skills. She now knows how to cook typical Spanish tapas.</b></li> <li>• <b>There were some negative aspects of the day, but overall I think Maria enjoyed herself.</b></li> </ul>	<p>Explains how Maria felt about the day overall, in general terms.</p>	<p>Explains how Maria felt about the day overall and justifies their choice using information from the text, making links, <u>underlined</u>-type evidence.</p>	<p>Explains how Maria felt about the day overall and justifies their choice using information from the text, may infer meaning, <b>bold</b>-type evidence.</p>

In the negative

Maria didn't enjoy the day overall because:

- **The language activity, which she really enjoyed, didn't last as long as some of the other activities, for example the cooking, which took three hours and was very expensive.**
- **She had to dance in front of the language teachers, which was stressful, and they didn't win and so she didn't get a prize.**