

Assessment Schedule – 2021

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

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 – 8	9 – 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
ONE				
(a)	<ul style="list-style-type: none"> Christina left home aged 20, compared to Rodrigo, aged 30, who still lives at home at with his mother. <u>Christina needed to move to access study resource, whilst it appears Rodrigo had a job in his home city.</u> <u>By staying at home Rodrigo doesn't have to stress about buying a house.</u> Rodrigo is closer to his family, which is an important factor in Mediterranean countries. He and his mother are able to support each other with the jobs around the house and are good company for each other. Christina has moved away from her family and has become more independent. 	Explains how Rodrigo and Christina's lives are different, in general terms.	Explains how Rodrigo and Christina's lives are different, making links, <u>underlined</u> -type evidence.	Explains how Rodrigo and Christina's lives are different, may infer meaning, bold -type evidence.
(b)	<ul style="list-style-type: none"> The average age of leaving home has increased in New Zealand and Spain. The average age of leaving home is different in New Zealand now it's 27 years whilst in Spain 32. In both countries the average age of leaving home has increased; Spain has gone from an average of 29 years to 32 years in the last few years and New Zealand has changed from 22 years to 27 years old. This is reflected in Rodrigo's and Christina's experiences. The age increase of staying at home is supported by Rodrigo's family whilst it's implied this might not be the case in <u>New Zealand as parents are used to the idea of young people leaving home in their 20s</u>. In the case of Christina, her parents supported her leaving home at 20 years. 	Explains what changes have occurred, and discusses impact in general terms.	Explains what changes have occurred, and discusses impact, making links, <u>underlined</u> -type evidence.	Explains what changes have occurred, and discusses impact, may infer meaning, bold -type evidence.

Impact for parents

- Thought their children would have left home earlier and now have to support the children for longer. Implied, couples might think twice about having children, knowing they will be around longer affecting couple's financial future.
- **May be disappointed; won't have the experience they had when they were young, leaving home to become independent.**
- **They may have expected children to leave to go away, like the case of Christina.**
- **They might be happy to enjoy more family time together, like the case of Rodrigo, who still lives with his mother in an amicable living arrangement.**

Impact for young people

- They may be able to save money to buy a house by staying in their family home longer, like the case of Rodrigo, who has been working whilst living at home.
- In the future they may not be able to go away for university like Christina, because of the cost of living.
- **As a result, perhaps the value of family will become a more important factor for young people as they are forced to stay home.**
- **Like Rodrigo, they will be able to save more, alleviate the stress of leaving home and supporting oneself and spend quality time with their family.**
- **Young people may not develop life skills, such as becoming independent, until later in life.**
- **Family dynamics may change with young people staying home longer.**

Question	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
TWO				
(a)	<ul style="list-style-type: none"> • The Pumas hadn't beaten the All Blacks before they beat them last year. • The teams had played 27 games against each other over 35 years. • Last year on the 14th of November the Pumas beat the All Blacks 25–15. • The first game was on the 26th of October 1985 on the All Blacks first tour. The All Blacks won. The second game was a week later, and it was a draw. • NZ <u>would dominate</u> for the following 35 years and 27 matches. • This was the first time in the history of the rivalry that the Pumas had won. 	Describes the history of the All Blacks and the Pumas, in general terms.	Describes the history of the All Blacks and the Pumas, making links, <u>underlined</u> -type evidence.	Describes the history of the All Blacks and the Pumas, may infer meaning, bold -type evidence.
(b)	<ul style="list-style-type: none"> • In theory the All Blacks were better prepared. • <u>The All Blacks had been able to practise at a high level prior to their arrival in Sydney. They had participated in a national campaign and played against Australia.</u> • <u>Prior to arriving in Australia, the Pumas had not played as a team for over a year. Due to COVID-19, they had to cope with being in quarantine. They could only meet through Zoom, so they had way less time to practise than the All Blacks.</u> • All Blacks held the legacy as dominating the world of rugby and had proven this in recent rugby successes prior to the match against the Pumas, whilst the Pumas had not had any opportunities to practise, show their strength, or work as a team. • Upon arrival in Australia the Pumas did not get an opportunity to practise on the field, as they were quarantined in a hotel. 	Explains why the Pumas win was so surprising, in general terms	Explains why the Pumas win was so surprising, making links, <u>underlined</u> -type evidence	Explains why the Pumas win was so surprising, may infer meaning, bold -type evidence.

Question	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
THREE	<ul style="list-style-type: none"> • Mexican and Māori cultures both used the weaving traditions for storage bags; baskets, carrying objects. • Both are an important part of their culture, e.g. Māori used weaving for art, and baskets are often used as a symbol of knowledge. Traditionally Mexican weaving was seen as a gift from the gods. • <u>Both cultures have a longstanding tradition, e.g. Māori brought it with them from Polynesia and Mexicans have used it since pre-Colombian times when weaving was seen as a necessity for girls, as it was a gift from the gods.</u> • <u>For Mexican – form of employment in some communities especially for women.</u> • <u>The traditions bring communities together and keeps the tradition alive.</u> • <u>Way of passing on knowledge. Educating younger generations craft of weaving.</u> • <u>It is important because it is a sustainable tradition environmentally – uses natural resources.</u> • In contrast to the Māori weaving tradition, Mexican weaving tradition has diminished due to the introduction of plastic bags. However, with people becoming more environmentally conscious maybe they will go back to using the sustainable bags made of natural fibres and restore the tradition. • Both a form of identity and of expression: For Māori, the woven pieces hold historical value / memory and are used as symbolism for telling a story / your heritage. The indigenous peoples of Mexico saw it as a sacred tradition, which they developed young. 	<p>Compares tradition of weaving in Māori and Mexican cultures, and explains why this tradition is important to each culture, in general terms.</p>	<p>Compares tradition of weaving in Māori and Mexican cultures, and explains why this tradition is important to each culture, making links, <u>underlined</u>-type evidence.</p>	<p>Compares tradition of weaving in Māori and Mexican cultures, and explains why this tradition is important to each culture, may infer meaning, bold-type evidence.</p>