

Assessment Schedule – 2021

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information, and varied perspectives 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, and varied perspectives 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, and varied perspectives, and communicating 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 – 14	15 – 19	20 – 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	<p>Positives</p> <ul style="list-style-type: none"> • It is possible to work in groups from different locations working online. • Technology allows us to assess a wide variety of resources. • It is an easy way to receive comments from the teachers. • We have acquired new ways of teaching and learning that we incorporate into the school system. • Technology in education has positive aspects and negative aspects. Positives are that technology can offer a lot to education: the possibility of working in groups from anywhere, accessing a wide variety of resources, receiving comments from teachers more directly, among other things. We have acquired new ways of teaching and learning that we will continue to incorporate into the school system. <p>Negatives</p> <ul style="list-style-type: none"> • We are not used to working remotely and so initially connecting remotely is a very different experience. • Some students find it more difficult to make friends. • There is inequality of access to new technologies. • <u>It is not the same to connect with teachers and other students remotely as it is in person.</u> • <u>In a virtual platform, the benefits of spontaneous conversation are lost, and moments of chatting are not shared, which is detrimental to interpersonal relationships.</u> • Many students in the Northern Hemisphere where classes start in September had to start at a new school remotely (due to COVID-19 quarantine restrictions), making it much more difficult for them to make friends. 	<p>Justifies whether learning is likely to be 100% online according to the author, in general terms.</p> <p><i>Providing some positive and / or negative points.</i></p>	<p>Justifies whether learning is likely to be 100% online according to the author, making links, <u>underlined</u>-type evidence.</p> <p><i>Providing detailed explanation for positive and / or negative points.</i></p>	<p>Justifies whether learning is likely to be 100% online according to the author, making links, may infer meaning, bold-type evidence.</p> <p><i>Reasoned argument weighing up all the positive and negative points, including inferences and a conclusion.</i></p>

- **Another difficulty is the inequality of access to new technologies and digital skills, for both students and teachers. While some are perfectly comfortable in the digital world, for others this is an extra challenge, and they may take twice as long to complete the same tasks.**

In conclusion, technology can offer a lot to education, as we saw in 2020, which was a revolutionary experiment in which overnight millions of students and teachers changed the classroom for a computer screen due to the COVID-19 pandemic. This experience allowed us to see that technology is here to stay because it has changed the way we teach and learn, but it will never replace face-to-face teaching, as it can't replace interpersonal connections and creates an equity issue (although this might become less of an issue as time goes by, as in the future more people will be computer literate and will have more access to technology).

Or any other suitable conclusion (maybe one that promotes technology as a positive).

Question	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
TWO				
(a)	<ul style="list-style-type: none"> • Rosalía is famous for combining flamenco with other musical styles, <u>such as hip hop</u>. • Rosalía has been able to bring flamenco to a wide variety of audiences, <u>especially young people</u>. • The controversy over her use of the flamenco style of music, closely connected to Roma gypsies in southern Spain, may have in some ways aided her rise to stardom. 	Explains what makes Rosalía so successful, in general terms.	Explains what makes Rosalía so successful, and making links, <u>underlined</u> -type evidence.	Explains what makes Rosalía so successful, infers meaning, bold -type evidence.
(b)	<ul style="list-style-type: none"> • Rosalía has turned flamenco into pop music. • Flamenco is closely associated with Roma gypsies and Rosalía is not a gypsy. • Rosalía has turned flamenco into pop music, suitable for radios and discos <u>and some people do not like this</u>. • <u>This can be counter argued because creativity consists precisely of reinventing and innovating</u>. • The biggest criticisms are from the gypsy community. Their argument is that Rosalía’s music is a case of cultural appropriation. • Flamenco is an artistic expression of the history and suffering of the gypsy people, who have always been victims of discrimination, stereotypes, and misunderstanding. They are afraid that their music, which is part of their identity and culture, will become popular and lose all its meaning. • Gypsy children grow up dancing and singing flamenco. It is part of their way of life, but they do not have the resources or opportunities that have been offered to Rosalía, who is not a gypsy. • However, it can be argued that many people might get to know flamenco through Rosalía and thus become more interested in the reality of the gypsy community. 	Explains what is controversial about Rosalía’s music, in general terms.	Explains what is controversial about Rosalía’s music, making links, <u>underlined</u> -type evidence. <i>Identifying points of criticism with some detail.</i>	Explains what is controversial about Rosalía’s music, infers meaning, bold -type evidence. <i>Developing both sides of the argument: points of criticism and how they can be counter argued as per the passage.</i>

Question	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
THREE	<p>Changes in how we watch TV</p> <ul style="list-style-type: none"> • <i>La Casa de Papel</i> became an international success thanks to Netflix. • In the past, New Zealanders watched only English-language shows. • Now we watch Netflix. • <u>Due to Netflix and other streaming services, we are now watching more international content, not just TV programmes from our own country or similar cultures.</u> • People have more choice available to them now, with many genres to choose from. <p>Impacts</p> <ul style="list-style-type: none"> • We can learn another language <ul style="list-style-type: none"> - The streaming platforms offer subtitles, enabling you to watch a programme in the language it was originally shot in. - You no longer need to understand the language to enjoy the programme, although it is more interesting for those who have some knowledge. - Furthermore, there are several channels on YouTube that offer Spanish lessons using <i>La Casa de Papel</i> content, which makes learning Spanish more fun or appealing. - It is now easier to practice a new language by simply watching television. Being able to understand a foreign TV show is an incentive to learn a language. - We could also improve pronunciation and comprehension by watching TV. - We could learn many languages, as there are lots of international shows on Netflix. • We are exposed to a new culture <ul style="list-style-type: none"> - We now have access to a wide range of programmes, <u>and so are exposed to many different cultures.</u> - <u>The positive of this is that watching programmes from another culture and language offers us a window into other lifestyles and ways of thinking.</u> - We are consuming new culture, opening our eyes to different icons, such as the face of the famous Spanish artist Salvador Dalí that becomes synonymous with rebellion, perhaps without even knowing his art. This could lead viewers to become interested in other aspects of Spanish culture or want to find out more about Dalí's art. 	<p>Explains how the way we watch TV has changed over time, and explains what impact it has on the viewer, in general terms.</p> <p><i>Provides some basic details of the changes and impacts.</i></p>	<p>Explains how the way we watch TV has changed over time, and explains what impact it has on the viewer, making links, <u>underlined</u>-type evidence.</p> <p><i>Provides specific details of the changes and impacts.</i></p>	<p>Explains how the way we watch TV has changed over time, and explains what impact it has on the viewer, infers meaning, bold-type evidence.</p> <p><i>Provides complex specific detail of the changes and impacts including inferences and / or a conclusion.</i></p>

- We learn about Spanish culture and a different storytelling style
 - All countries have a different narrative style. *La Casa de Papel* is different from American movies about heists where the focus is on action and special effects. **Instead of watching only American shows, viewers will see that there are other styles of storytelling / movies / TV.**
 - **Exposure to different fashion / popular culture / landmarks / history.**
 - With a Spanish narrative style, the robbery is not perfect, but has a psychological element; romance and friendship are as important as the plan. **Viewers can infer that this is also part of Spanish culture – friendship and romance are valued.**
 - The positive of this is that watching programmes from another culture and language offers us a window into other lifestyles and ways of thinking. **This can lead to being more open-minded about other cultures, minimise racism, and lead to greater understanding of other people’s cultures and lives.**