

Assessment Schedule – 2022

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

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.

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

Question One:

Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> • The speaker reflected on the power of music at a cultural exchange. • People can sing in their native language. <u>The singer Edith Ortiz was impressive, as she sings opera in various indigenous languages of Central and South America.</u> • Opera songs are stories many people already know, and attract people of all ages. People want to know the story, or may already know the opera story, which might make it more appealing. • Diverse groups can be targeted with different music. • <u>Her objective is to keep alive the pre-Hispanic cultures of Mexico. Using the language keeps the language alive.</u> • In 2021 an album by several famous New Zealand artists was released <u>that included popular songs, as well as some new ones, all sung in Māori.</u> • <u>Due to the great popularity of the artists, many fans already know their other songs, and therefore the album has been very successful.</u> People want to listen to, learn the lyrics, and sing along to the songs of their favourite artists. (or similar conclusion) • <u>Music taste is individual, so not everyone will listen to it or learn from it, so it is not going to be useful for everyone.</u> • People will learn Māori / indigenous languages because they will want to know what the words mean. (or similar conclusion) • <u>Some say that learning a language is best left to the classroom, as that enables a person to formally learn grammar.</u> • Pop music is often repetitive, and therefore helps people learn the correct pronunciation and remember it. Pop music is catchy and will get stuck in your head. People will enjoy their learning more. People will learn correct pronunciation from hearing music in indigenous languages. (or similar conclusion) • <u>Music standardises the use of both languages in mainstream media. It is often on in the background on the radio or in shops.</u> Normalises hearing indigenous languages in any space at any time. (or similar conclusion) • The New Zealand singer Lorde recently released her new album in both Māori and English. Lorde is famous all over the world. <u>Her popularity exposes the Māori language to a wider audience.</u> This gives the music and language a worldwide audience, not limited to New Zealand. (or similar conclusion) 	<p>Explains how music can help revitalise indigenous languages.</p> <p><i>Provides some basic details.</i></p>	<p>Explains how music can help revitalise indigenous languages.</p> <p>Makes links, <u>underlined</u>-type evidence.</p> <p><i>Provides specific details.</i></p>	<p>Explains how music can help revitalise indigenous languages.</p> <p><i>Provides complex specific detail, including inferences and/or conclusions, bold-type evidence.</i></p>

<ul style="list-style-type: none"> • Lastly, seeing indigenous artists and hearing native languages also has the important role of presenting positive role models <u>and representation of indigenous peoples, helping with positive self-identity</u>. It is important to see and hear a range of cultures and voices. (or similar conclusion) • It is important to give value to indigenous knowledge and language. (or similar conclusion). 			
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Question Two:

Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> • Tonnes of food are wasted in New Zealand every year. • <u>Wasted food creates emissions that are detrimental to the ozone layer.</u> • Meanwhile, people suffer from hunger and poverty. • It is unjust to waste food when people are going hungry. (or similar conclusion) • Despite this, many businesses value profits over caring for the environment or the well-being of people who are hungry, which is unjust. • Supermarkets throw away ugly fruits and vegetables <u>with minor blemishes or unusual shapes.</u> • <u>They think people would rather pay more for a perfect product.</u> • Some local supermarkets have started an initiative to sell imperfect fruits and vegetables at a lower price. <u>It tastes the same! So why not?</u> We can buy imperfect fruit and vegetables to show businesses not to throw them away. Our consumer choices are important. • Cafes and restaurants throw away products at the end of the day. • Voluntary groups collect food from businesses <u>and distribute the food to community groups and those in need.</u> We could also volunteer our time also. • Grow our own food, <u>although some people say this is impractical.</u> • The most important thing is to buy only what we need, <u>and if there are extras give them away.</u> • Now many community spaces have opened places where people can leave the excess of their gardens and kitchens, <u>and others who need food can take it for free.</u> We could open more community pantries. 	<p>Discusses the main issues regarding food wastage, and suggests actions people can take to address these issues.</p>	<p>Discusses the main issues regarding food wastage, and suggests actions people can take to address these issues.</p> <p>Makes links, <u>underlined</u>-type evidence.</p> <p><i>Provides specific details.</i></p>	<p>Discusses the main issues regarding food wastage, and suggests actions people can take to address these issues.</p> <p><i>Provides complex specific detail, including inferences and/or conclusions, bold-type evidence.</i></p>

Question Three:

Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> • <u>Carnival is unique because of its two main traits: excess and wearing masks.</u> Masks are necessary so you can be excessive without anyone knowing who you are. No other celebration has this as its main purpose. • It can last several days. • It involves eating and drinking <u>excessively</u>, dancing until the morning, <u>watching parades</u>, or wearing costumes. • <u>Carnival is different from other festivals, because, although it is not a religious celebration, its origin relates to Christians.</u> • It takes place in February, and marks the beginning of Lent, which is a period before Easter <u>that Christians dedicate to showing self-control, for example, avoiding parties, sweets, or meat.</u> • Carnival is born from the human desire to intensely enjoy life one last time before the effort of Lent, which explains why the main characteristic of this festival is the excess of food, drink, and fun. • There are not many traditional festivals that are based, like Carnival, on the idea that everything is allowed. • Some people see this celebration as a waste of resources and complain about the noise and rubbish it creates. Some react to precisely what makes it special. • Costumes are also a particular feature of this celebration. As the tradition is to wear masks, the identity of the people is hidden, and <u>this has the advantage that all social classes can celebrate together without the usual divisions.</u> • In addition, this allows people to have fun and make fun of authority without feeling embarrassed. 	<p>Explains what makes Carnival unique.</p>	<p>Explains what makes Carnival unique. Makes links, <u>underlined-type</u> evidence. <i>Provides specific details.</i></p>	<p>Explains what makes Carnival unique. <i>Provides complex specific detail, including inferences and/or conclusions, bold-type</i> evidence.</p>