

Assessment Schedule – 2022

Spanish: Demonstrate understanding of a variety of extended written and / or visual Spanish texts (91571)

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.

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	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
	<ul style="list-style-type: none"> • They are high-quality products and manufactured in a 100% natural and manual way. • It's an ancient art, learned from generation to generation. • When you purchase them, you are buying or giving away part of the Guatemalan history and landscape. • Some people might prefer machine-woven products as they are perfect, <u>but the irregularities of the hand-made ones are part of their worth</u>. This makes these fabrics more valuable than mass produced ones. • <u>Unlike a machine, artisans put part of their land and their person in each piece. For example, the choice of colours and designs are inspired by the natural environment and the emotions they were experiencing at the time of production.</u> • Hand-made products have a rich history and meaning. <u>Legend has it that women learned to weave from a goddess, although now there are some men who are also dedicated to it, and weaving is a way to gain independence, honour ancestors, and demonstrate what can be achieved with hard work.</u> • You are benefitting yourself because you are buying a much better product, but you also feel good about yourself because of the impact on the rural communities. This wouldn't be the case if you bought something produced in a factory (would do the opposite) or if they sold their products to tourists that just want a bargain. 	<p>Gives reasons for buying hand-made products as opposed to machine-produced fabrics.</p>	<p>Gives reasons for buying hand-made products as opposed to machine-produced fabrics, making links, <u>underlined</u>-type evidence. <i>Provides specific details.</i></p>	<p>Gives reasons for buying hand-made products as opposed to machine-produced fabrics. Explaining insightfully, the benefits of this product and its characteristics, may infer meaning, bold-type evidence. <i>Provides complex details.</i></p>

Question TWO	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
	<p>The author has a negative attitude because:</p> <ul style="list-style-type: none"> • Machines have been replacing humans at work <u>since the Industrial Revolution. Therefore, many people are afraid of new technologies.</u> • It is normal to fear change. • People worry that machines will replace us at work. • Nowadays many services are replaced by machines: <u>when you call a service, a machine programmed by artificial intelligence answers you, and bank workers are replaced with telephone applications.</u> Many machines are already replacing us, making the fear valid. • Accessibility has its downsides. • No one can leave work at home anymore; we are always available with our email and contact phone number always in our pockets. • <u>Some workers worry that they are always expected to be there, which is detrimental to well-being.</u> Workers could burn out from being always on call, with bad work-life balance. Bosses could have high expectations of their workers, even outside of office hours (or similar conclusion). <p>The author has a positive attitude because:</p> <ul style="list-style-type: none"> • There are many positives to technological advancements. Technology makes aspects of life more accessible to us. • It is no longer necessary to go to the bank, <u>you can simply pay from your computer or reply to an email from your phone at any time,</u> giving people more freedom for other activities (or similar conclusion). • Being contactable at all times will motivate us to seek a better balance between work and life. • Positive developments improve inclusivity. For example, cars driven by artificial intelligence can increase the independence of some people. <u>Whether this is something that many people could pay for is a matter for another time –</u> technology may make the lives of some people, e.g. disabled / blind more accessible. The cost will be prohibitive for many (or similar conclusion). • Everyone can take advantage of these medical advances; a robot can be more precise in operations than a human hand can. Technological advances in medicine have made surgery safer (or similar conclusion). 	<p>Considers to what extent technology is something to be afraid of, based on author's opinion.</p>	<p>Considers to what extent technology is something to be afraid of, based on author's opinion.</p> <p>Makes links, <u>underlined-type</u> evidence.</p> <p><i>Provides specific details.</i></p>	<p>Considers to what extent technology is something to be afraid of, based on author's opinion.</p> <p>May infer meaning, bold-type evidence.</p> <p><i>Provides complex details.</i></p>

<p>I don't know whether to be afraid of machines or to thank them. The fears are valid, many machines are now doing our jobs. However, the advances in technology, for example, safer surgeries, are certainly a reason to thank them (or similar conclusion weighing up the pros and cons).</p>		
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Question THREE	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<ul style="list-style-type: none"> • The advert said Rafael could pick a destination and a social or ecological problem that interested him and make a difference. • He doesn't have much money and is not interested in traditional tourism, so this will give him the opportunity to try something different and <u>be in contact with locals</u>. • <u>There are many possibilities, and he can do something he is skilled at.</u> 	Explains why voluntourism was an attractive idea to Rafael, based on the advertisement and his Saturday diary entry.	Explains why voluntourism was an attractive idea to Rafael, based on the advertisement and his Saturday diary entry. Making links, <u>underlined-type</u> evidence.	
(b)	<ul style="list-style-type: none"> • Rafael originally found an advert online that he was very excited about, <u>but then talking to his friends he became really worried that he shouldn't do it. His friends had pointed out that many volunteer activities, such as teaching English or building houses suggested by the advert,</u> can be detrimental to the economy, because the volunteers do jobs that take away jobs from the locals, <u>and that it makes the volunteers think they are necessary, but in reality, they are fostering dependency and making the situation worse.</u> • <u>He decided to have an experience where he did not interfere with the well-being, and opportunities of the locals and could contribute from a position of kindness and respect.</u> • He went to Ecuador, where he surfed and helped to conserve the marine environment, for example by cleaning up litter on the beaches. • Also, he was attracted to being able to offset the negative effects of tourism. So rather than making a situation worse, he was actually making a positive difference. • <u>Nothing ever changes without social awareness, and this trip has made Rafael much more socially aware. This will affect his behaviour in the future, so that this trip will have benefits beyond the volunteer work he carried out whilst on the trip.</u> 	Discusses what concerns his friends had, and how he addressed these.	Discusses what concerns his friends had, and how he addressed these. Making links, <u>underlined-type</u> evidence.	Discusses what concerns his friends had, and how he addressed these. May infer meaning, bold-type evidence. <i>Provides complex details.</i>

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 14	15 – 19	20 – 24