

Assessment Schedule – 2024

Spanish: Demonstrate understanding of a variety of spoken Spanish texts on familiar matters (91148)

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	9–14	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 on page 1.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p>Explain how artificial intelligence impacts Ana and David's time management. Use evidence from the passage to justify your answer.</p>	<p>Identifies how artificial intelligence impacts Ana and David's time management.</p> <p>For example: They can use artificial intelligence to do homework, find information online for projects very quickly, write in a more formal way, and correct grammatical errors. However, they can risk producing inauthentic work by using artificial intelligence.</p>	<p>Explains how artificial intelligence impacts Ana and David's time management. Makes links, gives reasons.</p> <p>For example: Artificial intelligence can be a good tool when writing essays for school as it can help save time. It does this by finding information online quickly and easily. Artificial intelligence also helps to generate and organise ideas because it can sort through the large amounts of information online easily and extract what's useful quickly. Unfortunately, it can be easy to simply copy what artificial intelligence generates in the pursuit of saving time, producing inauthentic work.</p>	<p>Presents a thorough evaluation explaining how artificial intelligence impacts Ana and David's time management. Draws conclusions and provides justifications.</p> <p>For example: According to David, he uses artificial intelligence to write school essays as it is useful in that it helps him find information quickly and easily. It can help save time as it generates ideas, organises them, and helps write using the correct style. For example, it can help make text formal and correct grammatical errors. A consequence of this is that it can leave you with extra time to write something interesting and of good quality. David has learnt to use artificial intelligence well and now benefits from it and gets good grades (for example, on his last history project). However, David warns Ana that you cannot depend too much on using artificial intelligence as a time management tool, because you risk creating inauthentic work if you simply copy what it generates. This could have the adverse effect of lengthening the time to complete work if it has to be redone. Non-skillful use of artificial intelligence can cause time management issues, for example when it comes to writing a bibliography, because it can be difficult to discover where all the information came from when you didn't find it yourself. A consequence of not knowing the sources of the information is that writing the bibliography could become very difficult and possibly increase the time taken to complete a piece of work.</p>

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p>What aspects of Nacho Dean's life might have influenced his decision to walk around the world?</p>	<p>Identifies basic information about what aspects of Nacho Dean's life could have influenced his decision to walk around the world.</p> <p>For example:</p> <ul style="list-style-type: none"> • his love of nature • his belief that nature is important in the education of future generations • he walked around the world to raise awareness of climate change • he says walking is the best way to see the damage we have done to our ecosystems • he grew up with a lot of experiences in nature. 	<p>Explains the aspects of Nacho Dean's life that could have influenced his decision to walk around the world. Makes links, gives reasons.</p> <p>For example:</p> <p>Nacho Dean was the first person to walk around the world (between 2013 and 2016). Since he was young, Nacho would go camping in the mountains and swim in the sea and rivers with his parents. Having these early experiences sparked his love of nature. Nature was then part of his education, and this built on his love of nature further. His love of nature then led him to walk around the world to see the effects of climate change.</p>	<p>Presents a thorough explanation of the aspects of Nacho Dean's life that could have influenced his decision to walk around the world. Draws conclusions and provides justifications.</p> <p>For example:</p> <p>Nacho had an upbringing that involved extensive time in and around nature. This included time spent in the mountains, rivers, the sea, and camping trips which developed in him a deep love of nature. Nature was part of his education and he was always happiest when he was in contact with the environment. His immersion in nature throughout his life even brought him to say, "we are nature". Away from his personal experiences, Nacho explains the importance for children of how being in the forest or the sea helps to develop many skills as we learn to play. For example, climbing trees, playing in the sand, or looking at the stars at night. His life experiences made nature a huge priority for him, so he wanted to document climate change. He felt that walking the earth would be the best way to see the damage done to our ecosystems.</p>

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p>Explain how students can benefit from playing chess and how it can be a deterrent to academic achievement. Use evidence from the passage to justify your answer.</p>	<p>Identifies some ways in which students can benefit from playing chess and some ways in which it can be a deterrent to academic achievement.</p> <p>For example, chess:</p> <ul style="list-style-type: none"> • helps develop problem-solving skills • helps develop decision-making skills • can help your spatial vision • can be a distraction. 	<p>Explains how students can benefit from playing chess and some ways in which it can be a deterrent to academic achievement. Makes links, gives reasons.</p> <p>For example:</p> <p>Chess has been shown to help develop problem-solving and decision-making skills, as playing teaches you to pay attention and improves your spatial vision. In improving these things, chess can then also improve your ability to be more organised, and improve your analytical and logic skills, which are helpful when you analyse a text or do mathematical calculations in class. Unfortunately, there are also negative aspects of the popularity of chess. Students are more easily distracted by playing in class, and teachers are going back to paper worksheets due to students not being trusted on their devices. These negatives are compounded when students do not complete their homework due to playing chess online when they get home.</p>	<p>Presents a thorough explanation of how students can benefit from playing chess and some ways in which it can be a deterrent to academic achievement. Draws conclusions and provides justifications.</p> <p>For example:</p> <p>The skills involved in playing and understanding chess transfer into other developmental areas. Chess helps problem-solving and decision-making skills, as playing teaches you to pay close attention and improves your spatial vision. These attributes are important in daily life and can also improve your ability to be more organised, analyse texts, or do mathematical calculations. Conversely, for all the positives, chess is also causing problems in class and at home. Some teachers say that students play games instead of concentrating on their work. Students are distracted during classes with their computers due to their ability to play chess online. Consequently, some teachers are now giving physical worksheets to students and do not let students open their computers in class. Furthermore, when students go home, they might play chess instead of doing their homework, and doing so late at night might affect their ability to sleep.</p>