Assessment Schedule – 2018

Spanish: Demonstrate understanding of a variety of spoken Spanish texts on areas of most immediate relevance (90908)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrating understanding involves **making meaning of the relevant information, ideas, and/or opinions** in the texts.	*Demonstrating clear understanding* involves **selecting relevant information, ideas, and/or opinions** from the texts and communicating them **unambiguously**.	*Demonstrating thorough understanding* involves **expanding on relevant information, ideas, and/or opinions** from the texts with **supporting detail**.

Evidence

Not Achieved		Achievement		Merit		Excellence	
Demonstrates **limited** or **no understanding** of the spoken texts. Some information is correct. The candidate has not shown understanding of the **general meaning** (gist) of the spoken texts. The response is logically **inconsistent**, indicating misunderstanding.		*Demonstrates understanding* and **makes meaning** of **the relevant information, ideas, and/or opinions** from the spoken texts. Information is largely correct. The candidate has shown understanding of the general meaning of the spoken texts. The response is **consistent**.		*Demonstrates clear understanding* by selecting **relevant information, ideas, and/or opinions** from the spoken texts and communicating them **unambiguously.** Information correctly includes relevant detail from the spoken texts. The candidate attempts to communicate implied meanings, and shows partial understanding of some nuances.		*Demonstrates thorough understanding* of the **implied meanings or conclusions** within the spoken texts. Relevant information, ideas, and opinions, with supporting detail, are selected and expanded on. The response shows understanding of nuances and meanings not obviously stated in the spoken texts.	
N1 Shows **very little understanding** and does not convey the general meaning of the spoken texts.	**N2** Shows **little understanding** and does not convey the general meaning of the spoken texts.	**A3** Demonstrates **some understanding** of the spoken texts, and conveys **some** of the general meaning.	**A4** **Demonstrates understanding** of the spoken texts and conveys the general meaning.	**M5** Demonstrates **clear understanding** and unambiguously **communicates some** of the meaning by selecting relevant information, ideas, and/or opinions from the spoken texts.	**M6** Demonstrates **clear understanding** and unambiguously **communicates most** of the meaning by selecting relevant information, ideas, and/or opinions from the spoken texts.	**E7** Demonstrates **thorough understanding** and **communicates some** of the implied meanings by providing **some** supporting detail from the spoken texts which justifies conclusions.	**E8** Demonstrates **thorough understanding** and **communicates most** of the implied meanings by providing supporting detail from the spoken texts which fully justifies conclusions.
N0 No response; no relevant evidence.							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of the El Rastro market in Madrid.	• Big market. • In the centre of Madrid. • There is a market on Sundays. • Old and interesting things. • A lot of people.	• There is a market every Sunday from nine in the morning to three in the afternoon. • The market is historic / has a long history. • You (one) can buy many old and interesting things. • Always a lot of people.	• The market is historic and has more than 500 years of history / is more than 500 years old *(or similar)*. • There are always a lot of people, therefore it is really popular.
(b) Possible evidence showing understanding of what Miguel is going to buy for his family at the market, and why.			
Mother	• Bought her a flamenco dress. • She loves to dance and listen to music. • He thinks the dress is great / phenomenal.	• Bought her a red flamenco dress. • She loves to dance and listen to music from different countries.	• Bought her a red flamenco dress … therefore, she might wear it and learn to dance flamenco. • She will like the dress because she likes dancing and music from different countries, and a flamenco dress represents typical music and dance from Spain.
Father	• Chocolates. • He loves chocolates / sweets.	• Chocolates, because he loves chocolates / sweets. • He has tried this chocolate and it is very delicious. • It was cheap. • Two boxes.	• He has tried this chocolate and it is very delicious … therefore, it must be good / his father will probably like it. • It was cheap, so he bought two boxes.
Sister	• A photography book. • Sister loves art and history. • He thinks book is very pretty.	• A book of old photographs because she loves art and history.	• A book of old photographs because she loves art and history; therefore, she will find the book interesting. • He thinks the book is very pretty; therefore, it probably is a great book and she will like it.

| (c) Possible evidence showing understanding of whether Carlos will like his present. | • Carlos is his best friend.
No, because …
• He doesn't like sports.
• He is lazy, and prefers to read books and watch movies.
• He won't like his present: a football shirt. | No, because …
• He doesn't like sports at all.
• He is quite lazy, and prefers to read books and watch movies.
• He won't like his present: a football shirt of the Spanish national team.

Yes / maybe he will like it because …
• The shirt is very popular.
• Many people have it. | • Miguel loves football … therefore, Miguel bought the shirt because *he* likes it, and Carlos may or may not like it.
• Perhaps Carlos won't like it as he is very lazy and prefers to read books and watch movies … he isn't into sports.
• The shirt is very popular and many people have it … therefore, it is probably fashionable and Carlos may like that, or that may make it less meaningful.
• He prefers to read and watch movies, therefore a more thoughtful gift would have been a book or something based on his interests.
• A gift should match the interest of the receiver. |

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of geography and weather in Rotorua and the south of Chile.			
	• Rotorua is an interesting city. • In the North Island. • Chile has a long coastline.	• Rotorua is a very interesting city. • In the middle of the North Island. • Chile has a long coastline with lots of islands.	• Rotorua is a very interesting city that is in the middle of the North Island. Therefore it has no coastline, whereas Chile has a long coastline and lots of islands, so the south of Chile will have beaches, which Rotorua doesn't have.
	• They both have mountains, thermal pools, and forests. • Rotorua has lakes.	• Rotorua has eighteen lakes and thermal pools, and the forests are good for biking. • Both have mountains. Chile has tall mountains. • Rotorua is a volcanic area.	• Rotorua has eighteen lakes, tracks in the forests for biking, and thermal pools. Mountains in Chile can be very high, whereas nothing is mentioned about the Rotorua ones. • Rotorua is a volcanic area, so the south of Chile might be too because they both have thermal pools.
	• Good weather in Rotorua, and rains in winter. It rains in the south of Chile, too, and it's cold.	• Normally good weather in Rotorua, rains a lot in winter, whereas in the south of Chile it rains all year long, it's very cold in winter, and it snows.	• The weather seems to be much better in Rotorua, although it rains a lot in winter. In the south of Chile you can expect rain all year long, but it's very cold in winter and it snows. The text doesn't mention cold or snow in Rotorua. • Overall, the south of Chile and Rotorua are very similar in terms of landscape features, but the weather is better in Rotorua.

(b) Possible evidence showing understanding of food and celebrations in Rotorua and the south of Chile.			
	• In Rotorua they go to a marae. • Grandfather's birthday.	• In Rotorua they go to a marae with the family for special celebrations, such as Moana's grandfather's birthday.	• There doesn't seem to be an equivalent to a marae in Chile, where in Rotorua they go with the family for special celebrations, such as Moana's grandfather's birthday.
	• In Rotorua they sing songs and play games. • In the south of Chile they talk and have music. • They eat a lot in both places.	• They sing traditional songs, play games, and eat a lot. • In the south of Chile they talk and play music.	• The activities seem to be similar: music plays an important role in both places, as in Rotorua they sing traditional songs and in Chile they play music. There is an important social aspect to both: in Rotorua they play games, and in Chile they talk.
	• In both places they eat meat. • It is delicious.	• In both places they eat meat cooked in an underground oven, called hāngi in Māori. • But in Chile they also eat seafood.	• In both places they eat meat cooked in an underground oven, called hāngi in Māori. Although the cooking method is the same, the foods eaten are slightly different, as apart from meat, in Rotorua they eat vegetables and in Chile they have fish and shellfish – they have access to the sea. • It implies that food plays an important role in celebrations in both cultures. • Māoritanga is very active in Rotorua.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of how Sara describes herself and her mother.			
Sara	• 16 years old. • From Christchurch. • Lives with mother. • Has dog called Loco. • Paints and draws. • Dances and sings. • Dances flamenco.	• From Christchurch, New Zealand. • Is an only child. • Lives with her mother and their dog, which is called Loco / crazy. • Loves to paint and draw. • Also likes to dance and sing. • At school, danced flamenco in a theatre production.	• The other day at school she danced flamenco in a theatre production, which expresses her confidence / passion / talent for dance *(or similar)*. • Loves to paint and draw, and also likes to dance and sing, she also goes to the art museum with her mum therefore she is creative and / or artistic.
Mother	• Her mum is a teacher • Mum is nice, and strict • Goes to museum and movies with her mum.	• Her mum is an art teacher. • She thinks her mum is very nice but is strict with her students. • In the holidays she goes to the art museum.	

(b) Possible evidence showing understanding of why Sara would enjoy staying with Manuel's family.	• They are both 16.	• Sara loves dancing, so do Manuel's family, and his mother is a dance teacher.	• Sara loves dancing, so do Manuel's family, and his mother is a dance teacher ... therefore, they could dance together - … therefore, the mother could teach Sara how to do some Spanish dances.
		• The father is an architect, and Sara is interested in drawing and art.	• The father is an architect, and Sara is interested in drawing and art … therefore, they might have something in common. • Will enjoy spending time with Manuel's family, as she has not had experience of having a father or siblings. • Will fit in with family, as mothers are both teachers of the arts, so this might be comforting or familiar.
	• When she was small, she was bored. • Didn't have siblings / brothers. • Had friends. • Manuel has one sister.	• When she was small, she wanted to have siblings / brothers. • Bored playing at home. • However, always had lots of friends. • There are two siblings in Manuel's family, him and his 14-year-old sister.	• When she was very small she wanted to have siblings / brothers, because playing alone at home was boring. However, always had lots of friends … which implies she is sociable and won't have a problem fitting in with the host family. • There are two siblings in Manuel's family, him and his 14-year-old sister … therefore she will have other teenagers to hang out with.
	• There are nice beaches in Christchurch. • Manuel's family go to the beach.	• There are nice beaches in Christchurch, and Manuel's family go to the beach on holiday.	• There are nice beaches in Christchurch, and the family loves to go to the beach in the holidays … therefore, she could go to the beach with them and they will all enjoy it.

	• She wants to practise her Spanish.	• She wants to do a cultural exchange because she can practise her Spanish. • Manuel is learning English.	• She wants to do a cultural exchange because she can practise her Spanish … therefore, she can practise it with Manuel's family. • Manuel is learning English … therefore, they can help each other learn English and Spanish.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 12	13 – 18	19 – 24