Assessment Schedule - 2018

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrating understanding involves making meaning of the relevant information and varied perspectives in the texts.	I	Demonstrating thorough understanding involves expanding on relevant information and varied perspectives from the texts with supporting detail.

Evidence

Not Ac	hieved	Achiev	vement .	Me	erit	Excelle	ence
Demonstrates limite understanding of the	u. u	Demonstrates under meaning of the rele and varied perspect	vant information	Demonstrates clear is selecting relevant in varied perspectives communicating them	formation and from the texts and	Demonstrates thorou of the implied mean conclusions within the	ings or
Some information is candidate has not should be should be carried and texts. The response inconsistent, indical misunderstanding.	nown understanding ling (gist) of the is logically	Information is largely candidate has showr the general meaning response is consiste	n understanding of of the texts. The	Information correctly detail from the texts. attempts to commun meanings, and show understanding of sor	The candidate icate implied s partial	Relevant information perspectives, with suare selected and expresponse shows und nuance and meaning stated in the texts.	pporting detail, anded on. The erstanding of
N1 Shows very little understanding and does not convey the general meaning of the texts.	N2 Shows little understanding and does not convey the general meaning of the texts.	A3 Demonstrates some understanding of the texts, and conveys some of the general meaning.	A4 Demonstrates understanding of the texts and conveys the general meaning.	M5 Demonstrates clear understanding and unambiguously communicates some of the meaning by selecting relevant information and	M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information and	E7 Demonstrates thorough understanding and communicates some of the implied meanings by providing some supporting detail from the texts	Demonstrates thorough understanding and communicates most of the implied meanings by providing
NØ No response; no relev	vant evidence			varied perspectives from the texts.	varied perspectives from the texts.	which justifies conclusions.	supporting detail from the texts which fully justifies conclusions.

NCEA Level 3 Spanish (91571) 2018 — page 2 of 9

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
Possible evidence showing understanding of advantages and disadvantages of mobile phones in classrooms.	Some basic advantages and disadvantages.	Detailed advantages and disadvantages.	Conclusions or inferences based on the information in the text, connecting similar opinions stated in different parts of the text.
Advantages		There might not be many computers in the room.	Sometimes students don't have access to computers, so it's good to be able to use phones, like in the example from the text. We only have six computers in the classroom.
	 Phones are part of our lives. Phones distract from work. It's faster to write on the phone. You can take pictures of the board. 	 There is an app in New Zealand to access information about the animals on the farm. Phones can be a very useful and versatile tool. They are used in supermarkets to check prices, and in New Zealand by farmers. 	 Because in school we are preparing ourselves for our future, it is important to learn to use phones correctly. As Pablo says, they can be a very useful and versatile tool, and they are already part of our lives. We have the example of John, who is a New Zealander, and his dad works in the dairy industry. Farmers in New Zealand have an app that allows them to easily access information about every cow on the farm. Also, Lucia's mum has a supermarket, and she uses an app to check the products and the prices. This shows that as adults we need to be able to use phones for work. Some people might find it easier to write on their phone than by hand, like Lucía. Also, if you have trouble handwriting, you can take photos of the work on the board, or a classmate's exercise book, which can

NCEA Level 3 Spanish (91571) 2018 — page 3 of 9

		You can record the lesson.Classmates can be distracting, too.	 If the teacher feels comfortable with it, the lessons could be recorded too. They are not the only source of distraction, as classmates can distract you as much as phones.
Disadvantages	Phones can be a big distraction. We use them for entertainment, playing and being in touch with friends, taking selfies, or checking social media.	We would need to turn them off when we are doing homework. It is important to give full concentration to work.	Phones can be a big distraction. We use them all the time for entertainment, playing and being in touch with friends, taking selfies, or checking Snapchat or Instagram every five minutes. We would need to turn them off when we need to concentrate, like when we need to do homework.
	Some people don't have a smartphone.	Not everyone is fast with a phone, or has a smartphone. There is an equity issue.	Not everyone is fast with a phone, or has a smartphone, so we might be disadvantaging some people, or making them feel embarrassed.
	Some people might use them during an exam.	Some people might record other people.	Some people might want to record the lesson, and the teacher might not feel comfortable with it. Also, they can be used irresponsibly to record other people in class secretly, or to cheat during an exam.
			I think the advantages / disadvantages outweigh the advantages / disadvantages because (linking it back to the text).

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 why Spanish people migrate to New Zealand.	Some general reasons stated in the text.	Detailed reasons from the text, with age brackets.	Very detailed reasons from the text, with age brackets, including inference of their expectations.
			It depends on how old they are.
	 To improve their English. There aren't many Spanish-speakers in New Zealand. To have an international experience. Because of adventure sports and rugby. 	 The youngest, like 17-year-olds, want to improve their English, and have a different international experience. They like <i>The Lord of the Rings</i>. 	The youngest, like 17-year-olds, want to improve their English and have a different international experience. They choose New Zealand instead of other English-speaking countries because they think there won't be many Spanish-speakers, so they get to practise their English more. They come because of the adventure sports, rugby, or because they are fans of The Lord of the Rings.
	 To escape monotony. Because it is exotic. Because it's far from their country. 	 Thirty-year-olds want to escape monotony. New Zealand offers them distance with respect to their country of origin. 	People in their mid-thirties want a break in their professional careers, and to escape monotony. They want to find themselves, and New Zealand offers them distance with regards to their country of origin, and is very exotic.
	 New Zealand is safe; ideal to travel and explore. 	 New Zealand is a safe place for older people; ideal to travel and explore. 	
	 Because in New Zealand there are very few social or political problems, and finding a job is easy and quick. 		They also come because Spain has some social and political problems, and finding a job is not easy or quick, so they're looking for a change.

NCEA Level 3 Spanish (91571) 2018 — page 5 of 9

(b) Possible evidence showing understanding of advice to give to Spanish people wanting to migrate to New Zealand.	Advice clearly stated in the text.	Advice clearly stated in the text, supported by evidence from the text.	Inferred advice, based on evidence from the text.
	They need to be able to speak good English.	 Spanish people don't speak good English, and the Kiwi accent is hard to understand. Spanish people have difficulties when they get here. 	They should go to English classes to make sure they speak good English before they come to New Zealand, as Spanish people don't usually speak very good English, and the Kiwi accent is difficult to understand. Otherwise, they will have communication problems when they first get here.
	 Because meal times are different. Spanish people stay up until late and have an active social life. Small cities are very quiet. 	 They are used to being up until very late at night, and having an active and nocturnal social life. When they are in small cities, like Tauranga or Napier, they don't know what to do at seven o'clock at night, particularly in winter. Be open-minded when you find things done differently in New Zealand. 	They should have an open mind about eating and going-out times, as this is often a difficulty that Spanish people encounter. As they are used to being up until very late at night, and having an active and nocturnal social life, when they are in small cities like Tauranga or Napier, they don't know what to do at seven o'clock at night, particularly in winter. It helps when they have already lived overseas.

	idir (6 107 1) 20 10
 Spanish and New Zealand culture very different. Spanish people are very sociable, enjoy each moment. They have to be self-sufficient. 	they enjoy each moment, but they regarding the culture, as Spain and

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.

NCEA Level 3 Spanish (91571) 2018 — page 7 of 9

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of the success and popularity of the song.	Very popular, there are more songs, Justin Bieber is in it.	Detailed description of popularity and why it is surprising.	Very detailed description of popularity and why it is surprising, with inference.
	We have listened to it on the radio, and we have danced to it. It is successful in the whole world. It was the most seen YouTube video.	It has been repetitively played on New Zealand radios, and we have danced to it. It has had an unprecedented success in the whole world. In fact, last year its video clip was the most often seen YouTube video.	It has been repetitively played on New Zealand radios, and we have danced to it to exhaustion. It has had an unprecedented success in the whole world. In fact, last year its video clip was the most often seen YouTube video in history.
		Its popularity is surprising, as there are many similar songs in the universe of Latin American music.	It is true that it is a very danceable song, and has a happy rhythm, but this doesn't justify how popular it has become, as there are countless similar songs in the universe of Latin American music, and just a few ever reach our ears.
	Justin Bieber is in it.	It is listened to outside Latin America simply because Justin Bieber has taken part in a version.	However good the song might be, the truth is that it is listened to outside Latin America simply because Justin Bieber has taken part in a version.
			This shows that the main reason is the person singing it, and not the quality of the song.

(b) Possible evidence showing understanding of why the article recommends paying attention to song lyrics.	Gist of: we need to understand the lyrics, some are good and some are bad.	Detailed description of why we should understand song lyrics.	Very detailed description of why we should understand song lyrics, insightful presentation of the article author's point of view.
			"Despacito" is a good example of why we have to listen to lyrics.
	In New Zealand, the only thing that is important for people about "Despacito" is the music.	In New Zealand, as in many other parts of the world, the only thing that is important for people about "Despacito" is the music.	• In New Zealand, as in many other parts of the world, the only thing that is important for people about "Despacito" is the music, as, of course, the lyrics are incomprehensible for most.
	 Even those who do speak Spanish, and sing it in a karaoke, don't listen to the lyrics. 	Even those who do speak Spanish, and are able to sing the lyrics in a karaoke, don't listen to what the song is really saying.	 Even those who do speak Spanish, and are able to sing the lyrics in a karaoke, hardly ever stop to listen what the song is really saying.
	We have to listen or to read what our favourite artists are singing.	More people encourage us to dedicate some time to listen or to read what our favourite artists are singing.	 Not paying attention to song lyrics is not a new phenomenon at all, but there are more and more critical voices that encourage us to dedicate some time to listen or to read what our favourite artists are singing.
		Some songs that many students have sung at school, such as "Despacito", have content that would not be in the school library.	 Some songs that many students have sung at school, such as "Despacito", in reality have content, and deal with some topics that, if the same text was written in an English novel, it would surely not be found in the school library. Clearly inappropriate for the school context.

The lyrics of many "reggaeton" songs have been analysed, and they are negative for women, and are extremely inappropriate.	This is not the worst: the lyrics of many "reggaeton" songs have been analysed, and many speak very negatively of women, and are extremely inappropriate for a young audience.	This is not the worst: the lyrics of many "reggaeton" songs have been analysed, and they have found out that many speak very negatively of women, and are extremely inappropriate for a young audience. When we sing these lyrics without thinking, in a way we are expressing our agreement with these messages. We are parroting messages we don't understand or don't agree with.
Some songs have positive values and their lyrics are beautiful. Some lyrics have interesting social commentaries.	Some songs promote positive values, and their lyrics are beautiful and make us feel better. Some other times, the lyrics have interesting social commentaries aimed at making us question reality critically.	Nevertheless, sometimes it is the opposite. Some songs promote positive values, and their lyrics are beautiful poems that make us feel better. Some other times, the lyrics hide interesting social commentaries aimed at making us question reality critically. We miss out on some good positive messages.
We should know what songs are all about, including "Despacito".	We should make an effort to know what songs are all about, including "Despacito"; it might surprise you.	Whatever the reason might be, it is worth making the small effort of knowing what this song that you can't get out of your head is all about, including "Despacito"; it might surprise you.

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 – 13	14 – 19	20 – 24