

Assessment Schedule – 2022

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
<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>

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 – 7	8 – 13	14 – 18	19 – 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 above.

Question One:

Sample evidence		Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>Family:</p> <p>Gustavo – is <u>the oldest</u> sibling. There are seven people in his family and he gets up very early to be able to help all his siblings while his parents get ready themselves and prepare breakfast for everyone. His family life is very busy. <u>Gustavo and his siblings go home for lunch. As his parents are at work, he is the one going home and warming up the food for his siblings and helping them with homework. He has a lot of responsibility until his parents get back from work.</u></p> <p>José – is an only child and has therefore a much more relaxing / quiet life with less responsibilities. Although both his parents work, his mum works from home, so Jose probably has a lot more help from his mum than Gustavo does as she doesn't have to travel to work every day.</p> <p>School:</p> <p>Gustavo – goes to a very strict academic school. He is very good at maths and science and <u>he would love to go to university. His school has two shifts from 8 am to 2pm and from 3 to 9 pm. He finishes school at 2 pm and goes home for lunch.</u></p> <p>José – goes to a school with lots of extra-curricular activities and he likes drama, sports, and music very much. <u>He is very involved in those areas, and so he leaves school very late every day. He complains that he can't do much homework because of that.</u> He would like to study something related to sports. It is probably because his family is small, and the house is quiet that he prefers more of social pastimes, unlike Gustavo who prefers quieter activities as his family is very noisy and busy.</p>	Explains how the lives of Gustavo and José differ.	Explains how the lives of Gustavo and José differ. Makes links, including <u>underlined</u> -type evidence.	Explains how the lives of Gustavo and José differ. May infer meaning, including bold -type evidence.

Interests: Gustavo – doesn't have much free time as he always helps his siblings with their homework after school or other responsibilities. <u>His favourite time of the day is when his parents get home from work and then he can go to his bedroom and have time for himself, chatting with friends and playing video games.</u> José – doesn't have much time either as he is really involved in extra-curricular activities and leaves school too late but says sport is his passion.			
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Question Two:

Sample evidence		Achievement	Achievement with Merit	Achievement with Excellence
(a)	When Ana lived in the city, she lived in a flat in the centre of town. <u>Her life was very interesting because she had friends at work and used to go to the movies and cafes or discover other Spanish cities during the weekends.</u> <u>When she needed something from the supermarket or the shops, she could go in 5 minutes and buy what she wanted.</u> She also used to go to the gym four times a week. Her diet was not very good <u>because she was eating quite a bit of fast food.</u> She was a social and busy young person who enjoyed life to the full.	Outlines what Ana's life was like before she moved out of the city.	Outlines what Ana's life was like before she moved out of the city. Makes links, <u>underlined</u> -type evidence.	Outlines what Ana's life was like before she moved out of the city. May infer meaning, bold -type evidence.
(b)	<u>Last year was a very difficult year as she moved from her flat in the city to a house in a town quite far from everything. Ana says she now has to drive for at least half an hour to get anywhere, which must make her feel quite isolated.</u> <u>She spent the whole first year at home without making any friends or having any fun. She stopped going out and stayed home watching movies on TV and she began missing her friends in the city. She was always sad.</u> She has decided to learn to paint after work, and to go to the mountains with a local group on Sundays. This is going to help her meet new people and make friends again. She is also going to start doing her shopping at the market on Saturdays because they have very fresh fruits and vegetables, and this will mean she will improve her diet as part of the way to look after herself again. <u>She thinks her life will change and it will again be healthy and exciting.</u>	Identifies how Ana's resolutions will help to improve her well-being.	Explains how Ana's resolutions will help to improve her well-being. Makes links, <u>underlined</u> -type evidence.	Discusses how Ana's resolutions will help to improve her well-being. May infer meaning, bold -type evidence.

Question Three:

	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<ul style="list-style-type: none"> Alba is a Spanish actress. Alba has worked in the theatre <u>for a long time</u>. Alba has also participated in <u>many</u> TV shows and movies. She is <u>most</u> famous for the show <i>La casa de papel</i>. <u>Thanks to this, she has won many awards, and is well known throughout Spain.</u> <u>As <i>La casa de papel</i> is watched all over the world,</u> Alba Flores is now famous internationally. 	Describes Alba Flores' career.	Describes Alba Flores' career. Makes links, <u>underlined</u> -type evidence.	
(b)	<ul style="list-style-type: none"> <u>Alba is from a very famous family in Spain.</u> Her grandparents and her father were flamenco singers. Her aunts are musicians, and she has a cousin who is an actress like her. You can see that in her family, they are all artists. Therefore, it was in her blood (or similar conclusion). <u>When she was little, her family always sang and danced together.</u> <u>Alba really liked music, but when she was 13, she participated in a theatre production in her neighbourhood, and she loved it. This experience as a young person was pivotal in her becoming an actress.</u> Also, one of her favourite hobbies was <u>watching old movies at her grandparents' house</u> spending time with her grandparents over their shared interest in drama. Alba was lucky because her grandparents were friends with many actors, <u>and sometimes they would come to their house for dinner. She admired them a lot and wanted to be like them.</u> Interacting with these people allowed her to get extra insight into the world of acting. She was surrounded by famous people including her family members and their friends. She grew up in an environment where this was normal and part of the "family business" (or similar conclusion). 	Explains why family connections have been important to her.	Explains why family connections have been important to her. Makes links, <u>underlined</u> -type evidence.	Explains why family connections have been important to her. May infer meaning, bold -type evidence.