Assessment Schedule – 2023

Spanish: Demonstrate understanding of a variety of Spanish texts on areas of most immediate relevance (90911)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrating **understanding** involves making meaning of 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, with supporting detail, to show understanding of the meanings or conclusions implied within the texts.
Responses as a whole show an **understanding of the general meaning (gist)** of the texts.	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.	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.

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 – 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 on page 1.

Question ONE	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
	• Recommends Santiago reads *Ten People Ten Lives.* • <u>Although</u> it is very long (<u>500 pages!</u>) <u>it's worth it</u> because it's not boring at all. • The book is a <u>collection of biographies</u> of ten famous people from South America. • **Santiago prefers non-fiction as he says** he already watches a lot of comedy movies online, so <u>he prefers serious and real topics</u> like science, travel, and biographies. **This book matches his interests**. • <u>Carmen read the book in two days</u> because it was very interesting. **This shows that the book is very engaging**. She says "I think you're going to like two biographies in particular." • <u>The bad thing is</u> that Santiago doesn't have much free time because he is working long hours with his uncle. **The book is very long. However, as it is a collection of ten biographies, he can read it in short excerpts, or Santiago is short on time, so short stories would be better**. • <u>Next year Santiago is going to go to Mexico and he needs money to pay for the trip</u>. **He will be working long hours and doesn't have much free time, but he wants to read. Reading is a cheap past-time, so it will help him save for his trip**. • The first story is about Shakira, <u>a Colombian singer who started singing at the young age of 13. Her story is very interesting because when she was young she lived in a very poor neighbourhood, but she changed her life and is now very famous and wealthy</u>. • The second biography is about the life of Lionel Messi, the famous Argentine footballer. <u>Did you know that he started playing for Fútbol Club Barcelona when he was only sixteen years old? The same age as you!</u> **This means that it could be interesting to Santiago as he would be reading about someone his own age**. • Nico comments that he finds Carmen's recommendation very fascinating and says "I'm going to read it!" **This shows that Nico is also interested in it and he endorses Carmen's recommendation**. • Nico says that <u>he knows that Santiago doesn't like science fiction and fantasy much</u>, but *Journeys to the Past* is a very good book. • In the book, a girl named Raquel <u>finds a magical car that travels through time</u>. • Raquel <u>uses the car to visit important moments in the past</u>. • She travels to different countries and meets famous people from history and talks to them. • Nico liked it because he learned more about history. He thinks Santiago will enjoy it because he likes history too, so even though it's fiction he may find it interesting.	Explains which book Santiago should read, and why.	Explains which book Santiago should read, and why. Makes links, including <u>underlined</u>-type evidence.	Explains which book Santiago should read, and why. Infers meaning, including **bold**-type evidence.

Question TWO	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	• Cecilia says the school has some good facilities / buildings. • For example, <u>they recently opened the new pool</u>. It is very big and the water is not cold. • The gym is huge, Cecilia says she plays basketball every day with her friends there. **This shows it is popular with students and well used**. • <u>Yolanda</u> says that she loves her school, <u>she has only been there a year</u> and it is much <u>better than her previous school</u> because the students like to learn more. **This shows that it compares well in relation to her previous school**. • She says classes are quieter and she <u>can concentrate better</u>. • <u>Lorenzo</u> says that he really likes the rules <u>because they seem fair to him</u>. • For example, you have to wear a uniform and <u>although it is expensive</u>, in his opinion it is very practical. • The students can't use cell phones in class. • Lorenzo thinks cell phones are too distracting and agrees with this rule even though it's not very popular. **This implies that the students learn better without their phones in class**. • The teachers are very nice, <u>but don't have much patience</u>. **This could mean they are used to stricter teaching environments.** • They are <u>experts in their subjects</u> and have a lot of experience <u>because they have been teaching for many years</u>. **Therefore, they are very experienced and good teachers**. • There is a wide variety of very interesting subjects, for example; Latin, theatre, and psychology. Yolanda says <u>she wants to study all of them</u>! **This shows that she likes the range of subjects offered at the school**.	Explains what the students like about their school.	Explains what the students like about their school. Makes links, including <u>underlined</u>-type evidence.	Explains what the students like about their school. Infers meaning, including **bold**-type evidence.

Question TWO	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(b)	• **Cecilia would like more vocational / practical subjects**. Cecilia says that the bad thing is the subjects because, <u>although there are many different ones, they are very academic</u> and aren't useful for her future plans **since she doesn't want to go to university**. • Cecilia doesn't want to go to university, <u>but the school doesn't offer any practical studies, like training to be a mechanic or a chef</u>. **This shows that the school does not provide for students interested in more practical career pathways / students who are not planning to go to university**. • <u>Yolanda says the downside is that most of</u> the teachers are old and <u>some don't have much patience, energy, or enthusiasm</u>. **They would like to have younger teachers with more energy and enthusiasm**. • They don't use much technology in class. Yolanda would like to use her computer to do homework. **This may be because the teachers are old and don't fully understand the benefits of using more technology in class, and their teaching practices are more old-fashioned**. • **Lorenzo says some students like the uniform, but others don't**. Cecilia says the uniform is very ugly and "<u>we girls have to wear a dress</u>. What nonsense!" • She would like to wear pants <u>because they are more comfortable</u>. **This would make the uniform more practical and equitable for girls and boys**. • **Lorenzo thinks the school should update some of the facilities**, for example, the science labs are old <u>and there are not enough of them</u>. For this reason, sometimes students can't do experiments in biology and chemistry class <u>because there are no free labs</u>. They <u>need to build more!</u>	Explains what the students would like to change, and why.	Explains what the students would like to change, and why. Makes links, including <u>underlined</u>-type evidence.	Explains what the students would like to change, and why. Infers meaning, including **bold**-type evidence.

Question THREE	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
	Katie enjoyed the camp because: • she describes it as a "very interesting but intense camp" • her Spanish teacher Mr. Casillas organised a camp where <u>students had to speak and listen to Spanish for three days</u>. It was a very interesting and intense experience. **The total immersion must have been the reason for it being so intense.** • They learned to cook typical dishes from Mexico, Spain, and Peru. Katie's favourite was the food from Spain because it was fairly simple, like a potato omelette and rice with chicken. <u>The food from Mexico was too spicy for Katie</u>, and the dishes from Peru had a lot of fish, which Katie can't eat. Katie recommends the camp to Hannah because she knows Hannah likes to cook a lot, **this shows she enjoyed and endorses the camp.** • One night they watched a movie in Spanish. It was a horror movie without subtitles. Spanish horror films are very stressful. Katie had to sleep with her friend Sonia because she couldn't close her eyes and her head hurt a lot. **This might be something they shouldn't have done … the teacher might not have been aware of how powerful the movie was for some students.** • They went to a museum and Mr. Casillas asked them some questions about it that they had to answer in Spanish. It was very hard, but Katie learned a lot about history. • <u>The last night was the most fun as they organised a party and dressed in traditional costumes from Hispanic countries and listened to music in Spanish</u>. They drank soft drinks from Mexico like guava lemonade and danced until midnight. **This probably made the camp a lot more authentic, and they would have enjoyed the research and prepping.** • <u>The worst part of the trip was the bus trip home. There was a lot of traffic, so they were very tired when they arrived home</u>. • **Overall,** Katie enjoyed the camp a lot, for many reasons, and there weren't too many negative things about it. She had a very positive experience.	Describes the camp in general terms and justifies why Katie enjoyed it.	Explains the different activities, and justifies why Katie enjoyed the camp. Makes links, including <u>underlined</u>-type evidence.	Explains ALL the activities, and justifies why Katie enjoyed the camp. Infers meaning, including **bold**-type evidence.