# Assessment Schedule – SCHOOL EXAM LISTENING 2014

## Evidence Statement

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| **Question One: Un gran cambio** | | | | | | | |
| **Not Achieved** | | **Achievement** | | **Merit** | | **Excellence** | |
| Shows no or limited understanding of the text  Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text | | Shows understanding / is able to make meaning of the text  Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – *demonstrates understanding* | | Selects relevant information, ideas, and opinions from the text and communicates them unambiguously  Has developed an explanatory answer without indicating a grasp of fine detail and nuance – *demonstrates clear understanding* | | Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text.  Has developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – *demonstrates thorough understanding* | |
| **Grade Score Descriptors** | | | | | | | |
| **N1**  Very little valid information | **N2**  Little valid information | **A3**  Some valid information | **A4**  A range of valid information | **M5**  Explanation supported by information from the text | **M6**  Fullexplanation supported by information from the text | **E7**  A justified answer which is insightful and accurate | **E8**  A fully justified answer which is insightful and accurate |

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| ***Specific evidence.***  *This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.* | ***For Example***  *These examples are typical of candidates at the score indicated; however, they are not full responses, and are intended to be indicative rather than prescriptive.* |
| |  |  | | --- | --- | | *1,500 inhabitants in summer* |  | | *50 inhabitants in winter* | *700,000 inhabitants* | | *Hardworking, nice, patient, everyone knows everyone* | *Impatient and seem stressed* | | **N1** –an unassociated word |
| **N2** –some unassociated words |
| **A3** –3 pieces of information |
| **A4** – 4 pieces of information |
| **M5** – 6 pieces of information, an error with the numbers acceptable |
| **M6** –7 pieces of information,an error with the numbers acceptable |
| **E7** –7 pieces of information, numbers correct |
| **E8** –all information including the fact that everyone knows everyone in Mazagón |

**N Ø** No response or no valid evidence

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| **Question Two: Un gran cambio** | | | | | | | |
| **Not Achieved** | | **Achievement** | | **Merit** | | **Excellence** | |
| Shows no or limited understanding of the text  Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text | | Shows understanding / is able to make meaning of the text  Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – *demonstrates understanding* | | Selects relevant information, ideas, and opinions from the text and communicates them unambiguously  Has developed an explanatory answer without indicating a grasp of fine detail and nuance – *demonstrates clear understanding* | | Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text.  Has developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – *demonstrates thorough understanding* | |
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| ***Specific evidence***  *This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.* | ***For example***  *These examples are typical of candidates at the score indicated; however, they are not full responses, and are intended to be indicative rather than prescriptive.* |
| *It is obvious he prefers M. He uses positives to talk about it – hardworking, nice, patient people; beautiful beach; fresh fish; friends and connotations of friendliness. Sevilla is all about the negatives – too big not just big; impatient and stressed people;* | **N1** –an unassociated word |
| **N2** –some unassociated words |
| **A3** –beautiful beach, fresh fish in Mazagón |
| **A4** – beautiful beach, fresh fish, nice people and friends in M |
| **M5** –beautiful beach, fresh fish, nice people and friends in M compared with Seville where people are impatient and stressed |
| **M6** –beautiful beach, fresh fish, nice people and friends in M compared with Seville where people are impatient and stressed and it is too big. |
| **E7** –reference to his use of language: *It is obvious he prefers M. He uses positives to talk about it – hardworking, nice, patient people; beautiful beach; fresh fish; friends and connotations of friendliness. Sevilla is all about the negatives* |
| **E8** –reference to his use of language: *It is obvious he prefers M. He uses positives to talk about it – hardworking, nice, patient people; beautiful beach; fresh fish; friends and connotations of friendliness. Sevilla is all about the negatives -– too big not just big; impatient and stressed people* |

**N Ø** No response or no valid evidence

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| **Question Three: Planes de Carmen** | | | | | | | |
| **Not Achieved** | | **Achievement** | | **Merit** | | **Excellence** | |
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| **Grade Score Descriptors** | | | | | | | |
| **N1**  Very little valid information | **N2**  Little valid information | **A3**  Some valid information | **A4**  A range of valid information | **M5**  Explanation supported by information from the text | **M6**  Fullexplanation supported by information from the text | **E7**  A justified answer which is insightful and accurate | **E8**  A fully justified answer which is insightful and accurate |

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| ***Specific evidence***  *This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.* | ***For example***  *These examples are typical of candidates at the score indicated; however, they are not full responses, and are intended to be indicative rather than prescriptive.* |
| |  |  |  | | --- | --- | --- | | Pool with siblings – swimming comp at 9AM | No plans |  | |  | Shopping for a new school uniform | Noemi’s birthday party |  * Needs money for presents so is going to work a 6 hour day (9AM-3PM) in her uncle’s butchery. She has to do her homework afterwards but is looking forward to going dancing in the evenings. Is she busy? Yes but not so busy that she cannot enjoy herself after her day’s work. | **N1 –** an unassociated word |
| **N2 –** some unassociated words |
| **A3** –swimming, birthday party |
| **A4** – swimming, birthday party and shopping for a new uniform |
| **M5** – The above and a description of what needs to be done on Wednesday andThursday |
| **M6** –The above and a full description of what needs to be done on Wednesday and Thursday |
| **E7** –Pool with siblings – swimming comp at 9AM; no plans for Tuesday morning but shopping for a new uniform in the afternoon; Noemi’s birthday party and a full description of what needs to be done on Wednesday and Thursday |
| **E8** –Pool with siblings – swimming comp at 9AM; no plans for Tuesday morning but shopping for a new uniform in the afternoon; Noemi’s birthday party and a full description of what needs to be done on Wednesday and Thursday, with an opinion backed up for E8 |

**N Ø** No response or no valid evidence

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| **Question Four: Karlos Arguiñano** | | | | | | | |
| **Not Achieved** | | **Achievement** | | **Merit** | | **Excellence** | |
| Shows no or limited understanding of the text  Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text | | Shows understanding / is able to make meaning of the text  Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – *demonstrates understanding* | | Selects relevant information, ideas, and opinions from the text and communicates them unambiguously  Has developed an explanatory answer without indicating a grasp of fine detail and nuance – *demonstrates clear understanding* | | Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text.  Has developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – *demonstrates thorough understanding* | |
| **Grade Score Descriptors** | | | | | | | |
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| ***Specific evidence***  *This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.* | ***For example***  *These examples are typical of candidates at the score indicated; however, they are not full responses, and are intended to be indicative rather than prescriptive.* |
| *-Fantastic person therefore easy for the son to describe him;*  *-Different because he doesn’t cook complicated dishes but food that everyone will be able to cook themselves*  *-good teacher because he is patient and loves teaching*  *-funny because his motto is that living is a child’s game and therefore you need to enjoy it*  *-healthy because he likes the Mediterranean diet and will never buy fast food*  *-Obviously Joseba admires his father. He begins by telling us he is a fantastic person therefore easy to describe; the following text is positive – no negatives at all.* | **N1** – |
| **N2** – |
| **A3** – |
| **A4** – |
| **M5** – |
| **M6** – |
| **E7** – |
| **E8** – **Grade the answer on how much or how little information is given and of course an opinion which is backed up by the text is necessary for the E** |

**N Ø** No response or no valid evidence

# Judgement Statement

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|  | Not Achieved | Achievement | Achievement  with Merit | Achievement  with Excellence |
| Score range | 0 – 8 | 9 – 16 | 17 – 24 | 25 – 32 |